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РЕСПУБЛИКИ БЕЛАРУСЬ

УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ  
“ВИТЕБСКИЙ ГОСУДАРСТВЕННЫЙ ОРДЕНА ДРУЖБЫ НАРОДОВ  
МЕДИЦИНСКИЙ УНИВЕРСИТЕТ»

КАФЕДРА ИНОСТРАННЫХ ЯЗЫКОВ



**АНГЛИЙСКИЙ ЯЗЫК**  
**ДЛЯ СТУДЕНТОВ-МЕДИКОВ (НАЧИНАЮЩИХ)**

**ENGLISH FOR BEGINNERS**

**учебно-методическое пособие**

Рекомендовано учебно-методическим объединением по высшему  
медицинскому, фармацевтическому образованию в качестве  
пособия для студентов учреждений высшего образования,  
обучающихся по специальности 1-79 01 01 «Лечебное дело»

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Учебно-методическое пособие по английскому языку предназначено для студентов 1 курса лечебного факультета, начинающих изучение английского языка в медицинском вузе с «нуля». Оно может быть использовано как для работы в аудитории, так и для организации управляемой самостоятельной работы. Представленные в учебно-методическом пособии тексты соответствуют темам, предусмотренным Типовой учебной программой по дисциплине «Иностранный язык», что позволит студентам овладеть профессиональной лексикой, основными грамматическими структурами, читать и переводить тексты по специальности «Лечебное дело», а также развить навыки общения. Пособие содержит текстовый материал и систему лексико-грамматических и речевых упражнений по 13 темам.

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## ПРЕДИСЛОВИЕ (PREFACE)

Учебно-методическое пособие по английскому языку предназначено для студентов 1 курса лечебного факультета, начинающих изучение языка «с нуля» в Учреждении высшего медицинского образования.

Целью данного пособия является изучение студентами терминологической лексики по специальности «Лечебное дело», развитие навыков чтения и говорения на основе изученной лексики и грамматики.

Учебно-методическое пособие состоит из 13 устных тем: “Vitebsk State Order of Peoples’ Friendship Medical University”, “Medical education in Belarus”, “Medical education in Great Britain”, “Skeleton”, “Muscles”, “Inner organs”, “Pathology”, “Cardiovascular system diseases”, “Respiratory system diseases”, “Digestive system diseases”, “Medical institutions in Belarus”, “Medical service abroad”, “Physical examination. History-taking”. Данная тематика отражает профессиональную направленность языкового материала.

Чтению основного текста предшествуют упражнения на изучение активной лексики по теме и ее закрепление при выполнении серии упражнений.

Основные грамматические структуры изучаются и закрепляются с помощью таблиц и упражнений с последующим использованием их в речевой деятельности.

Тексты для развития навыков как изучающего, так и просмотрового чтения подобраны из аутентичных источников и составлены путем компиляции с частичной адаптацией.

Для развития навыков устной речи, как монологической, так и диалогической используются речевые упражнения, подкрепленные схемами и развернутым планом по изученной теме.

Пособие содержит также раздел Приложение, содержащий грамматический справочник, диалоги, речевые клише с упражнениями, дополнительные тексты для чтения, а также ссылки на электронную платформу Quizlet для организации управляемой самостоятельной работы студентов.

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ORAL TOPIC  
“VITEBSK STATE ORDER OF PEOPLES’  
FRIENDSHIP MEDICAL UNIVERSITY.”

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*“Rome wasn’t built in a day.”*

*Exercise 1. Read the following words and translate them.*

Back, state, higher, keep, date, train, lead, position, begin, status, overseas, head, teach, class, doctor, place, study, room, hall, model, city, base, large, each, unit, chair, class, work, take, teach, call.

*Exercise 2. Study and memorize the following words:*

1.	accredit [ə'kredit] – аккредитовать;
2.	associate professor [ə'səʊsiənt prə'fesə] – доцент;
3.	at the head of – во главе;
4.	award [ə'wɔ:d] – награждать;
5.	dean [di:n] – декан;
6.	chair [tʃeə] – кафедра;
7.	institution [,ɪnstɪ'tju:ʃən] – учреждение;
8.	foreign ['fɔ:ɪn] – иностранный;
9.	found [faʊnd] – основывать;
10.	hostel ['hɒst(ə)l] – студенческое общежитие;
11.	involve [ɪn'vɒlv] – привлекать, вовлекать, втягивать;
12.	lead [li:d] – вести, возглавлять;
13.	merit ['merɪt] – заслуга;
14.	monitor ['mɒnɪtə] – староста;
15.	phantom ['fæntəm] – фантом;
16.	physician [fɪ'zɪʃ(ə)n] – врач, доктор, медик;
17.	plastic model ['plæstɪk 'mɒd(ə)l] – муляж;
18.	Public Health Service – Общественная служба здравоохранения;
19.	research [ri'sɜ:tʃ] – (научное) исследование, исследовательская работа;
20.	science ['saɪəns] – наука;

21.	scientific [ˌsaɪənˈtɪfɪk] – научный;
22.	scientist [ˈsaɪəntɪst] – учёный; научный работник;
23.	skill [skɪl] – навык;
24.	teaching staff [ˈtiːtʃɪŋ stɑːf] – штат преподавателей;
25.	training [ˈtreɪnɪŋ] – подготовка;
26.	under the supervision of [ˈʌndəðəˌs(j)uːpəˈvɪz(ə)n] – под руководством;
27.	conduct (classes, seminars, etc. [kənˈdʌkt] – проводить (занятия, семинары и т.п.)

**Exercise 3.** Read and translate the words of Latin and Greek origin (происхождение).

Public [ˈpʌblɪk], medical [ˈmedɪk(ə)l], university [ˌjuːnɪˈvɜːsəti], education [ˌedʒuˈkeɪʃ(ə)n], faculty [ˈfæk(ə)lti], general [ˈdʒen(ə)r(ə)l], medicine [ˈmedɪsɪn], pedagogics [ˌpedəˈɡɒdʒɪks], stomatological [ˌstɒmətəˈlɒdʒɪk(ə)l], psychology [saɪˈkɒlədʒɪ], rector [ˈrektə], vice rector [vaɪs ˈrektə], professor [prəˈfesə], associate [əˈsəʊʃɪət], laboratory [ləˈbɒrət(ə)rɪ], lecture [ˈlektʃə], clinic [ˈklɪnɪk], plastic [ˈplæstɪk], model [ˈmɒd(ə)l], phantom [ˈfæntəm], group [ɡruːp], comfortable [ˈkʌmf(ə)təbl], cafe [ˈkæfeɪ], concert [ˈkɒnsət], international [ˌɪntəˈnæʃ(ə)n(ə)l], club [klʌb], computer [kəmˈpjʊːtə], pharmaceutical [ˌfɑːməˈsjʊːtɪk(ə)l].

*Read the text and do the exercises that follow it.*

## VSMU

Vitebsk State Order of Peoples' Friendship Medical University is one of the higher medical educational institutions in the Republic of Belarus. The foundation history of the Medical Institute dates back<sup>1</sup> to November, 1934.

For the great merits in training the physicians for the Public Health Services of other countries it was awarded the Order of Peoples' Friendship. At the beginning of 1999 the Institute got the status of a University.

There are seven faculties at the University: the Preuniversity Training Faculty, the Medical Faculty, the Pharmaceutical Faculty, the Stomatological Faculty, the Overseas Students Training Faculty, the Faculty of Pedagogics and Psychology of the Higher School, the Faculty of Advanced Training and Retraining of Personnel.

The head of the University is rector. His assistants are vice-rectors. There are 64 chairs at the University with associate professors at the head. The teaching staff includes 56 Doctors of sciences and 224 Candidates of sciences, holding the positions<sup>2</sup> of assistant professors and associate professors.

The classes take place in studying rooms, laboratories and lecture halls. The students train their skills on plastic models and phantoms. The clinical base of the University is the majority<sup>3</sup> of the city clinics. The university teachers also involve the students in the scientific research work.

There is a medical library with a large number of books as well as<sup>4</sup> an electronic library.

VSMU has 8 comfortable hostels; there are also gyms, concert halls, international clubs, canteens, cafes, rooms for rest, and computer clubs in these hostels.

#### **NOTES:**

1. dates back – ведёт начало;
2. holding the positions – занимающие должности;
3. majority – большинство;
4. as well as – а также.

#### ***Exercise 4. Fill in the gaps with the proper words:***

foundation ... – to ...	involvement – to ...
... – to teach	container – to ...
... – to accredit	head – to ...
training – to ...	... – to supervise
assistant – to ...	research – to ...
leader – to ...	... – to major

**Exercise 5. Find synonyms:**

higher educational institution, faculty, the head of a university, rector's assistants, dental, overseas, monitor, hostel, to contain, physician

---

doctor, leader, stomatological, to include, rector, hall of residence, foreign, vice-rectors, university, department

**Exercise 6. Read and translate the following word combinations.**

Higher medical educational institution, the foundation history, was founded, to date back, the training of physicians, to award the Order of Peoples' Friendship, medical education, the head of the university, to take place, to train skills, to involve the students in scientific research work, at the head of each faculty, to conduct practical classes.

**Exercise 7. Find Russian equivalents for the English ones.**

1. Medical Faculty;	a) Факультет подготовки иностранных граждан;
2. Stomatological Faculty;	b) Фармацевтический факультет;
3. Pharmaceutical Faculty;	c) Факультет педагогики и психологии высшей школы;
4. Overseas Students Training Faculty;	d) Факультет повышения квалификации и переподготовки кадров;
5. Preuniversity Training Faculty;	e) Стоматологический факультет;
6. Faculty of Pedagogics and Psychology of the Higher School;	f) Факультет довузовской подготовки;
7. Faculty of Advanced Training and Retraining of Personnel	g) Лечебный факультет

**Exercise 8. Insert the proper dates and numbers instead of gaps.**



1. Vitebsk Medical Institute was founded in November, ... . 2. At the beginning of ... it was accredited to a University status. 3. There are ... faculties at the University. 4. There are ... departments at the University. 5. The teaching staff includes ... Doctors of sciences and ... Candidates of sciences. 6. VSMU has ... comfortable hostels.

**Exercise 9.** Ask the questions to the sentences. The first sentence has been done for you.

1. VSMU keeps the leading position in medical education of the Republic of Belarus. (What position does VSMU keep in medical education of the Republic of Belarus?) 2. It was awarded the Order of Peoples' Friendship. (Was it ...?) 3. The head of the University is the rector. (Who is ...?) 4. The classes take place in studying rooms, laboratories and lecture halls. (Where do ...?) 5. The clinical base of the University is the majority of the city clinics. (Is the clinical base ...?) 6. VSMU has an electronic library available to each student. (Does VSMU ...?)

**Exercise 10.** Answer the following questions.

1. What is the full name of the medical university in the city of Vitebsk? 2. When was it founded? 3. How many faculties are there at the university? 4. What are they? 5. What faculty do you study at? 6. Who is at the head of the university? 7. Does the teaching staff include many Doctors of sciences and Candidates of sciences? 8. Where do the students study? 9. Who involves the students in the scientific research work? 10. Do you want to do research work? 11. Are there medical and electronic libraries at VSMU? 11. Where do the students live?

**Exercise 11.** Read the passage and do the tasks which follow it.

## ORGANIZATION OF THE MEDICAL UNIVERSITY

The head of the medical university is rector. He has assistants called pro-rectors. There are six pro-rectors at VSMU. They are responsible for specific activities within the university.

The major teaching and administrative unit is the faculty. Each faculty is headed by the dean who arranges (организует) training professionals in a definite specialty. Different chairs function within each faculty. The head of the chair organizes the work of the chair. The teaching staff gives lectures, conducts seminars, practical classes and laboratory works. Some of the students take part in scientific research work under the supervision of the university scientists.

Students are arranged (организованы) into groups. The leader of the group is called monitor. A specially appointed teacher (a tutor) is responsible for students' academic performance (успеваемость) and after-class activities.

**Exercise 12.** State the following as True or False. Use the phrases: *Yes, that's true* or *No, that's wrong*.

1. Rector is at the head of the medical university. 2. There are three pro-rectors at VSMU. 3. The head of the faculty organizes the work of the faculty. 4. Laboratory assistants give lectures, conduct seminars, practical classes and laboratory works. 5. All medical students take part in scientific research work. 6. The leader of the group is called the monitor.

**Exercise 13.** Answer the following questions.

1. Who is the rector of VSMU? 2. Who is at the head of the medical faculty of VSMU? 3. Who delivers lectures to the medical students? 4. Do you want to take part in scientific research work? 5. Who supervises the work of the students' scientific societies? 6. Who is the leader of your group? 7. How many students are there in your group? 8. What's the name of your tutor? 9. What's the name of the head of the Chair of Foreign languages?

**Exercise 14.** *Translate from Russian into English.*

1. Витебский медицинский институт был основан (was founded/ established) 1 ноября 1934 года. 2. В то время функционировал только один факультет – медицинский. 3. Сейчас в университете 7 факультетов. 4. В 1999 году институт получил статус университета. 5. Университет готовит специалистов по следующим специальностям: врач, провизор, стоматолог. 6. Университет возглавляется ректором, которому помогают проректоры. 7. В университете 64 кафедр во главе с доцентами или профессорами. 8. Я студент 1 курса медицинского факультета. 9. Наши занятия проходят в аудиториях, лабораториях и лекционных залах. 10. Студенты организованы в академические группы во главе со старостой. 11. Некоторые студенты проживают в общежитии. 12. В университете имеется медицинская библиотека с большим количеством книг, а также электронная библиотека.

**Exercise 15.** *Speak on the following using the key words and expressions:*

1. Foundation history of Vitebsk Medical Institute (dates back, the Medical Faculty, the Order of Peoples' Friendship, the status of a university). 2. Organization of VSMU (the head of the university, rector's assistants, seven faculties, at the head of the faculty, sixty-four chairs, the head of each chair). 3. The teaching staff of the university (Doctors of sciences, Candidates of sciences, to give lectures, to conduct classes, to involve students in scientific research work). 4. Facilities (условия) for studies and after-class activities (to take place, studying rooms, laboratories, lecture halls, medical and electronic libraries, to train skills, the city clinics, live in hostels, international club, computer clubs, gyms, concert halls).



- Why do teachers at universities wear sunglasses?
- Because their students are very bright.

\*\*\*

- You're late for school again. What's your excuse?
- I sprained my ankle and I couldn't walk properly, sir. That's a **lame excuse** (слабая отговорка).

\*\*\*

- What did the hooligan say after breaking all the school windows?
- I've had a **splitting time** (оглушительный, головокружительный).

\*\*\*

Teacher: Laura, say something beginning with the letter 'I'.

Laura: I is ....

Teacher: No. No. No. You must say 'I am'.

Laura: Okay then. I am the ninth letter of the alphabet.

\*\*\*

Teacher: Do you have trouble making decisions  
(принимать решения)?

Student: Well, yes and no.

\*\*\*

The teacher to the student: Conjugate (спрягать) the verb "to walk" in simple present.

The student: I walk. You walk.

The teacher interrupts him: Quicker, please.

The student: I run. You run.

\*\*\*

Teacher: This essay on your dog is, word by word, the same as your brother's.

Student: Yes, sir. It's the same dog.

## ORAL TOPIC “MEDICAL EDUCATION IN BELARUS.”

---

*“It’s never late to learn.”*

*Exercise 1. Read the following words and translate them.*

Also, local, like, work, choose, future, want, free, take, field, think, biology, third, intern, mind, light, living, chemistry, back, period, course, function.

*Exercise 2. Read and memorize the following words and word combinations.*

1.	canteen [kæn'ti:n] – столовая;
2.	certificate [sə'tɪfɪkət] – свидетельство;
3.	course [kɔ:s] – курс;
4.	credit-test ['kredɪttest] – зачёт;
5.	duty, duties ['dju:tɪ] – долг, обязанность, служебные обязанности;
6.	either ... or – или ... или, либо ... либо;
7.	free (of charge) [fri: ɔv ʃɑ:ʤ] – бесплатно;
8.	graduate ['grædʒuət] – выпускник;
9.	library ['laɪbr(ə)rɪ] – библиотека;
10.	obligatory [ə'blɪgət(ə)rɪ] – обязательный;
11.	obstetrics [əb'stetrɪks] – акушерство;
12.	obtain [əb'teɪn] – получать;
13.	participate [pɑ:'tɪsɪpeɪt] – участвовать;
14.	physician [fɪ'zɪʃ(ə)n] – врач;
15.	residency ['rezɪd(ə)nsɪ] – резидентура;
16.	round [raʊnd] – обход;
17.	senior ['si:nɪə] – старший;
18.	post-graduate course [ˌpəʊst'grædʒuət kɔ:s] – аспирантура;
19.	skilled [skɪld] – квалифицированный;
20.	subject ['sʌbdʒekt] – предмет;
21.	acquire [ə'kwəɪə] – обзаводиться, приобретать;

22.	be interested in – интересоваться чем либо;
23.	consist of [kən'sɪst] – состоять, быть составленным из (чего-л./кого-л.);
24.	enter a university – поступать в университет;
25.	make a diagnosis [ˌdaɪəg'nəʊsɪs] – ставить диагноз;
26.	occupy ['ɒkjəpaɪ] – занимать (время, пространство);
27.	pass entrance ['entrəns] tests – сдавать вступительные тесты;
28.	participate [pɑː'tɪsɪpeɪt] – принимать участие;
29.	undergraduate [ˌʌndə'grædʒuət] – студент;
30.	ward [wɔːd] – палата;
31.	dissect [dɪ'sekt] – рассекать, вскрывать;
32.	thesis ['θiːsɪs] – диссертация.

**Exercise 3.** Read and memorize the following words of Greek and Latin origin.

Medical ['medɪk(ə)l], test [test], chemistry ['kemɪstri], biology [baɪ'ɒlədʒɪ], university [ˌjuːnɪ'vɜːsəti], medicine ['medɪsɪn], [-ds(ə)n], general ['dʒen(ə)r(ə)l], special ['speʃ(ə)l], student ['st(j)uːd(ə)nt], practical ['præktɪk(ə)l], clinic ['klɪnɪk], hospital ['hɒspɪt(ə)l], semester [sɪ'mestə], examination [ɪgˌzæmɪ'neɪʃ(ə)n], lecturer ['lektʃ(ə)rə], laboratory [lə'bɒrət(ə)rɪ], final ['faɪn(ə)l], period ['piəriəd], start [stɑːt], specialization [ˌspeʃ(ə)laɪ'zeɪʃ(ə)n], Therapy ['θerəpi], Surgery ['sɜːdʒ(ə)rɪ], surgical ['sɜːdʒɪk(ə)l], Pediatrics [piː'daɪətɪ], Gynecology [ˌɡaɪnə'kɒlədʒɪ], Ophthalmology [ˌɒfθæl'mɒlədʒɪ], diploma [dɪ'pləʊmə], doctor ['dɒktə], Oto(rhino)laryngology [ˌəʊtə(ʊ)rˌlɪnəʊˌlɑːrɪŋ'ɡɒlədʒɪ], specialist ['speʃ(ə)lɪst], residency ['rezɪd(ə)nsɪ], resident ['rezɪd(ə)nt], candidate ['kændɪdət], ['kændɪdeɪt], function ['fʌŋkʃ(ə)n], operation [ˌɒp(ə)'reɪʃ(ə)n], conference ['kɒnf(ə)r(ə)ns], pathology [pə'θɒlədʒɪ], stipend ['staɪpend].

**Exercise 4.**

A. Insert instead of gaps the proper words.

<b>Model 1:</b>	physiology – physiologist
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therapy – ...	pediatry – ...	otolaryngology – ...
... – surgeon	... – pathologist	... – chemist
gynaecology – ...	ophthalmology – ...	biology – ...

*B. Form adjectives using the suffix “ical”.*

<b>Model 2:</b>	surgery – surgical
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**Exercise 5.** *Read the information given by the medical students and say what specialists they want to become.*

<b>Model:</b>	I like children very much. That’s why I <b>would like</b> (мне бы хотелось) to choose ... (pediatry) as my future specialty.
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1. My father is a *surgeon*. I’m also interested in this specialty. That’s why I would like to specialize in ... .
2. My aunt works at a local polyclinic as a *therapeutists*. Many patients are thankful for her professional skills and hearty attitude. I suppose I will choose ... as my future specialty.
3. I know that *ophthalmologists* are in great demand\* in my native town. I know that I can find a well-paid job without any difficulty. That’s why I want to specialize in ... .
4. I like children very much and I feel pity for any child who falls ill. I know that *pediatrics* is a field of medicine dealing with children’s diseases. I think that I’ll choose ... as my future specialty.

**NOTE:**

\*to be in great demand – быть востребованным.

**Exercise 6.** *Read and translate the following words and word combinations.*

To take examinations – to pass examinations; general subjects – special subjects; an undergraduate – a graduate; a teacher – a lecturer; to train – to instruct, a diploma – a certificate; a stipend – a grant;

higher education – vocational education; applicants – students; to get knowledge – to acquire skills; to prepare a thesis – to defend a thesis.

### ***TEXT 1***

*Read the text and do the tasks which follow it.*

## **TRAINING AT A MEDICAL UNIVERSITY**

To enter a medical university applicants (абитуриенты) must pass entrance tests in Chemistry, Biology and either Russian or\* Belarusian languages.

Higher education in Belarus is free of charge and students even get the stipend if they study well. While studying at the university, students are called *undergraduates*. Higher education in medicine lasts for six years. During this period the undergraduates study different *general* and *special* subjects. They also attend lectures and practical classes. Besides, the students participate in seminars, fulfil written tasks and do laboratory works.

The academic year consists of two semesters. At the end of each semester the students take credit-tests and examinations. Beginning from the third-year the students acquire practical skills in hospitals and polyclinics. They learn to diagnose diseases and make laboratory analyses.

The final year of studies is called *sub-internship*. During this year the graduates start their specialization in Therapy, Surgery, Pediatrics, Obstetrics and Gynecology, etc. They also participate in clinical conferences.

After passing the final examinations the graduates get a diploma of a physician. Then they have a one-year *internship* working under the supervision of the skilled doctors. When young doctors finish internship they begin to work at different departments of hospitals and in polyclinics.

### **NOTE:**

\* either ... or – или ... или (либо ... либо).



**Exercise 7. Find synonyms:**

a lecturer, skilled, supervision, physician, to study, training, stipend, post-graduate, thesis, to obtain, duties, to participate

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grant, to learn, experienced, doctor, functions, to take part in, post-diploma, instruction, dissertation, to get, guidance, a university teacher

**Exercise 8. Translate the following word combinations.**

Special (general) subjects, to enter a university, to take credit tests, to pass exams, to get the stipend, free of charge, to diagnose a disease, skilled doctors, to attend classes (seminars), to do laboratory works, to participate in seminars (clinical conferences), to work in the dissecting room, to give lectures, to acquire practical skills, under the supervision of, senior students, to obtain a diploma, to specialize in Therapy, Surgery, Obstetrics and Gynecology.

**Exercise 9. Match the definitions with the subjects which students study at the medical university:**

1. the study of the human mind and people's behavior (поведение);
  2. the study of substances and how they react;
  3. the study of the structure of the body and its parts;
  4. the study of physical objects and substances, and of natural forces such as light, heat, movement, etc.;
  5. the study of various tissues;
  6. the study of functional processes of living organism.
- 

a) physiology; b) human anatomy; c) histology; d) psychology; e) physics; f) chemistry.

**Exercise 10. Explain the following according to the model:**

an undergraduate, general subjects, special subjects, a lecturer, sub-internship, internship.

<b>Model:</b>	An undergraduate is a student who studies at the university.
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1. General subjects are subjects which ...
2. Special subjects are ...
3. A lecturer is ...
4. Sub-internship is a period of studies ...
5. Internship is a one-year ...

**Exercise 11.** *Restore the right order of interrogative (вопросительные) sentences and answer the questions:*

1. languages, take, must, entrance, in Chemistry, Biology and, Russian, or Belarusian, either, who, tests?
2. education, free of charge medical, is?
3. long, does, how, in, last, medicine, education?
4. do, get, skills, in, students, practical, third-year, polyclinics, hospitals, and?
5. when, the, take, do, credit-tests, examinations, and, students, the?
6. how, final, of, year, do, studies, call, we, the?
7. subjects, in, do, graduates, the, what, specialize?
8. the, their, students, diploma, get, do, when?

**Exercise 12. A.** *Read the passage and translate the words given in brackets. Insert the necessary words instead of gaps.*

My working day at the university starts at (8 часов). The first-year students must attend (практические занятия и лекции). In addition to several practical classes we have a lecture in ... on (понедельник) and a lecture in ... on (среда). My favorite subject(s) at the university is (are) ..., though (хотя) at school I liked ... very much. We also have English on ... . During our English classes we usually learn (слова), read (тексты), and discuss (устные темы). Anatomy is a very important (предмет) for the medical students. I work hard in the dissecting room to get (практические навыки). After two (практические занятия) we usually have a break and go to the buffet to buy drinks, sweets or cookies. We can also have meals in the university (столовая). After classes I may go to the (библиотека) to get supplementary literature on the subjects. From the library I usually go to the hostel where I watch (фильмы), listen to music, read (книги) or chat with my (друзьями). Sometimes I hang out with my

friends or do shopping. Of course, my working day doesn't finish like that because I am to prepare my (домашнее задание) for the next day. Twice a week I go in for (спорт). **To tell you the truth** (по правде говоря), I'm often very tired but I understand that every day I get (знания) and (навыки) necessary for my future (профессия).

**B.** *Work in pairs asking each other about your group mate's working day. Use the following:*

1. - Is it easy for you to get up early?  
- *To tell you the truth/ Frankly speaking*, rather difficult.  
- And what about you?
2. What's the most difficult ... (about subject studied)?
3. Do you like or don't like ... (about attending lectures)?
4. How often do you ... (about working in the dissecting room)?
5. What do you usually do ... (about after-class activities)?
6. Do you ... or ... (about going in for sports)?
7. In what way do you ... (about methods of relaxation)?

**C.** *Draw your time-table (расписание) and speak about your working day at the university. Concentrate on the following:*

1. The time table of your classes and lectures.
2. Breaks, free study periods (время для самостоятельной работы).
3. After-class activities. Hobbies.

## **TEXT 2**

**Task 1.** *Before reading the text match the following English word combinations with the corresponding Russian ones:*

1. a research thesis;
2. a post-graduate course;
3. a clinical residency;
4. the Candidate's degree;
5. round of wards;
6. taking medical histories;
7. a Certificate on graduating from the clinical residency.

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a) свидетельство об окончании клинической резидентуры; b)

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обход палат; с) сбор анамнеза; d) клиническая резидентура; е) аспирантура; f) диссертация; g) степень кандидата.

**Task 2.** Read the text, translate it, and do the exercises which follow it.

## POST-DIPLOMA TRAINING

Post-graduate training of Belarusians and foreign specialists (clinical residency, a post-graduate course) is organized at all medical universities of the Republic.

The period of *clinical residency* lasts for 2-4 years. There are many clinical specialties: Internal diseases, Surgery, Obstetrics and Gynecology, Pediatrics, Ophthalmology, Oto(rhino)laryngology, Human pathology, etc. A resident fulfils the duties of a doctor under the supervision of senior physicians. His/her functions include everyday round of wards, examination of patients, taking medical histories, participation in surgical operations and clinical conferences. After the course of training a resident takes examinations and gets a Certificate on graduating from the clinical residency.

If a young specialist is interested in scientific work he or she may enter a *post-graduate* course. During this period he or she prepares a research thesis and after 3-4 years of studies defends it and obtains the Candidate's degree.

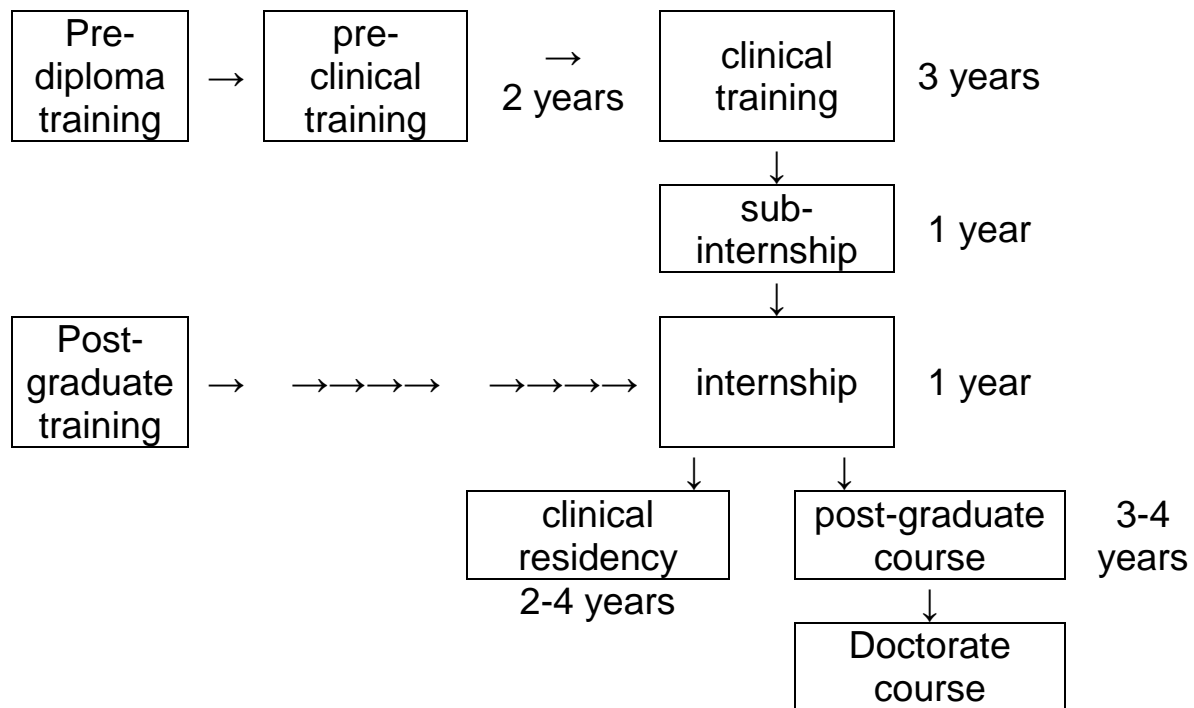
**Exercise 13.** Define the sentences as True or False. Use the phrases: **I fully/partly agree with ...; I'm of the same opinion; I disagree, I'm afraid; That's wrong; On the contrary.**

1. Post-graduate training in the Republic of Belarus includes clinical residency.
2. The period of clinical residency lasts for 2 years.
3. The main functions of residents are making daily round of wards, taking medical histories, participating in surgical operations and conferences.

4. A Certificate on graduating from the clinical residency is given to a resident after he/she passes examinations.
5. A post-graduate course is obligatory (обязательный) for all graduates of a medical university.
6. The course of studies for a post-graduate is 3-4 years.
7. The Candidate's degree is given to a young scientist after he/she defends a research thesis.

**Exercise 14.** *Speak about the system of medical education in Belarus using the scheme and the following sentences.*

1. The higher medical education in Belarus **is given** in ... .
2. There are 4 ... in ..., ..., ..., and ... .
3. To enter a medical university one **must pass** ... in ..., ..., and ... or ... .
4. The system of medical education in the Republic of Belarus **includes** ... .
5. The period of ... at the medical faculty **lasts for** ... .
6. An academic year **consists of** ... .
7. After each semester the students have ... and ... .
8. Pre-diploma training **includes** ... .
9. Pre-clinical years **occupy** ... .
10. During the pre-clinical phase students **study** ... subjects ..., ..., ..., etc.
11. After the basic course students **enter** ... course.
12. Clinical training **takes place** in ... .
13. The students **study** ... subjects ..., ..., ..., etc. and **acquire** clinical ... .
14. After graduation ... **starts** during which the interns **work** ... .
15. The post-graduate training also **includes** ... .



- Which burns longer – a black candle or a white candle?
- Neither, they both burn shorter.

\*\*\*

- What are you going to do when you are as big as your mother?
- **Go on a diet.**

\*\*\*

- What is worse than finding a worm in your apple?
- Finding half a worm.

\*\*\*

- How do you know when you are middle-aged?
- When the cake costs less than the candles.

\*\*\*

The best way to meet a new neighbor is to play loud music at 2 o'clock in the morning.

\*\*\*

The best way to cut your food bill in half is to use a pair of scissors.

\*\*\*

The best way to get a seat on crowded buses is to become a driver.

## ORAL TOPIC “MEDICAL EDUCATION IN GREAT BRITAIN.”

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*“Were there’s a will, there’s a way.”*

**Exercise 1.** Read the following words and translate them.

Learn, during, basic, three, while, much, such, care, more, morning, age, week, month, term, also, first, small, sport, practical, practice, last.

**Exercise 2.** Practise the pronunciation of the following words:

premedical [pri:'medɪkəl], basic ['beɪsɪk], science ['saɪəns], laboratory [lə'bɔrət(ə)rɪ], anatomy [ə'nætəmi], physiology [ˌfɪzɪ'ɔlədʒɪ], biological [ˌbaɪəu'lɔdʒɪk((ə)l)], chemistry ['kemɪstri], bacteriology [bæk,tɪərɪ'ɔlədʒɪ], infectious [ɪn'fekʃəs], pharmacology [ˌfɑ:mə'kɔlədʒɪ], special ['speʃ(ə)l], internal [ɪn'tɜ:n(ə)l], hospital ['hɒspɪt(ə)l], gynaecology [ˌgaɪnə'kɔlədʒɪ], surgery ['sɜ:dʒ(ə)rɪ], ophthalmology [ˌɒfθæl'mɔlədʒɪ], procedure [prə'si:dʒə], academic [ˌækə'demɪk].

**Exercise 3.** Read and memorize the active vocabulary.

1.	activities [æk'tɪvətɪz] – виды деятельности;
2.	attend [ə'tend] v. – посещать (занятия, лекции);
3.	care [keə] n., v. – забота, уход, обслуживание; заботиться (for);
4.	cause [kɔ:z] v., n. – вызывать; причина;
5.	class [klɑ:s] n. – практическое занятие;
6.	drug [drʌg] n. – лекарство;
7.	entrance ['entrən(t)s] n. – поступление (в учебное заведение);
8.	experience [ɪk'spiəriən(t)s], [ek-] n. – опыт;
9.	go in for sports – заниматься спортом;
10.	graduate from ['grædʒueɪt], [-dʒu-] v. – заканчивать (вуз);
11.	internal [ɪn'tɜ:n(ə)l] a. – внутренний;
12.	list [lɪst] n. – список;
13.	master ['mɑ:stə] v. – овладевать, усваивать;

14.	procedure [prə'si:ɔ̃ə] <i>n.</i> – процедура, методика;
15.	solve [sɒlv] <i>v.</i> – решать (проблему);
16.	subject ['sʌbdʒekt] <i>n.</i> – предмет;
17.	term [tɜ:m] <i>n.</i> – семестр;
18.	tutor ['tju:tə] <i>n.</i> – наставник, преподаватель.

**Exercise 4.** Read and translate the text.

## MEDICAL EDUCATION IN GREAT BRITAIN

Medical education in Great Britain starts with several years of *premedical training* at a university where future doctors learn basic sciences.

During the *preclinical period* which occupies the next three years the students master the *laboratory sciences*. They must get basic knowledge of anatomy, physiology, psychology, biological chemistry and other subjects. In their pathology classes they will learn about diseases, while in bacteriology classes about causes of infectious diseases. Studying pharmacology, they will learn much about drugs.

The *clinical period* takes the next two years. The students begin to study *special subjects*, such as internal medicine, surgery, ophthalmology, pediatrics, obstetrics and gynecology, and others. The students work at teaching hospitals\* receiving practical experience in the care of patients. They learn basic medical procedures and common diseases.

Next come about two years of *internship* at a hospital. The graduates may acquire there more and more practical skills and knowledge.

### NOTE:

\* teaching hospital – учебная клиническая база.

**Exercise 5.** Fill in the gaps with the cognate (родственные) words:

entrance – ... ..	pathological – ... ..
... .. – to specialize	psychological – ... ..
pharmacological – ... ..	to train – ... ..



... .. – bacteriology  
... .. – surgery  
... .. – infection

scientific – ... ..  
to hospitalize – ... ..  
attendance – to ... ..

**Exercise 6.** Find the synonyms:

to get, disease, drug, hospital, to learn, training, doctor, procedure, term, tutor, after-class activities,

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university teacher, medicine, semester, manipulation, instruction, physician, to acquire, illness, out-of-class activities, in-patient department, to study.

**Exercise 7.** Translate the following word combinations.

Several years of premedical training; to learn basic sciences; to master the laboratory sciences; to get basic knowledge of anatomy, physiology, psychology, biological chemistry and other subjects; causes of infectious diseases; to learn much about drugs; to study special subjects; receiving practical experience; the care of patients; to learn basic procedures and common diseases; about two years of internship; to acquire skills.

**Exercise 8.** Insert instead of gaps the proper words.

1. Premedical training of students will take ... years.
2. The students master the laboratory sciences during the next ... years.
3. The laboratory sciences include: ..., ..., ..., ... .
4. The fourth- and the fifth-year students study special subjects, such as ..., ..., ..., ... .
5. The students get practical experience in ... .
6. Next come about ... years of internship.

**Exercise 9.** Learn the following prepositions and translate the word-combinations into Russian. Make up your own sentences using the word combinations.

At 9 o'clock at the moment at the weekend at night at the age of 20	in February in summer in 2018 in the 20 <sup>th</sup> century in the morning (evening, etc.) in the first (second, etc.) year in a week (in two days, etc.)
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***But:***

on Monday on the 5 <sup>th</sup> of January on Saturday morning	this week (month, year) last week (month, year) next week (month, year)
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***Exercise 10.*** Read the following passage and find information about:  
a) the academic year, the number of terms and examinations; b) the tutorials (индивидуальные занятия со студентами); c) the working day of students.

The academic year in Britain's universities has three terms. Students have examinations at the end of each term. Final examinations (finals) are at the end of the course of studies.

During the first days of their studies at the university the students meet their tutor (teacher) and start working. The tutor gives the students information about the attendance of lectures and classes. He also gives them the list of textbooks which the students must read during the term.

The working hours of the students are from 9 a.m.\* to 1 p.m.\* At 9 o'clock they go to lectures or see their tutor. Even in their first year the students spend time at the teaching hospital. They work in small groups solving the clinical problems under the supervision of the tutor. Such learning is called Problem Based Learning (PBL) (проблемное обучение).

After classes the students may go in for sports. From 5 p.m. to 7 p.m. they may work in the library or in the laboratory. At 7 p.m. they have dinner. After dinner the students have out-of-class activities and attend different societies. At about 10 p.m. the students begin to do their home tasks for several hours.

**NOTE:**

\*a.m. – ante meridiem *лат.* (во столько-то часов) до полудня;

\*p.m. – post meridiem *лат.* (во столько-то часов) после полудня.

**Exercise 11.** Compare your daily regimen with that of Britain's students.

VSMU	Britain's university
1) The academic year has ... semesters.	1) There are ... terms in the academic year.
2) The Belarusian students take examinations at the end of ... .	2) The students in Britain have examinations at the end of ... .
3) The working hours at VSMU are from ... to ... .	3) The medical students study at the university from ... to ... .
4) The students attend ... and practical ... .	4) In Britain the students go to ... or see their ... .
5) The students of VSMU study in academic ... .	5) The students at Britain's universities work in ... groups.
6) After classes the Belarusian students ... .	6) When their classes finish, the British students ... .

**Exercise 12.** Translate from Russian into English.

1. Студенты-медики изучают строение (structure) тела человека на I и II курсах.
2. Каждый врач знает строение тела человека.
3. Студенты первого курса проводят много времени (spend much time) в лабораториях.
4. Студенты медицинских вузов изучают такие науки, как анатомия, физиология, патология и некоторые другие.
5. Хирургия, педиатрия, акушерство и гинекология, внутренние болезни – основные клинические дисциплины (subjects).
6. Фармакология – наука о лекарствах.
7. Все студенты-медики проводят много времени в больнице, приобретая практические навыки работы с пациентами.
8. Студенты изучают основные медицинские процедуры.

**Exercise 13.** Answer the following questions.

1. What periods does medical education in Great Britain consist of?
2. How long does premedical education last?
3. What sciences do students study during the second (preclinical) period of medical education? How long does this period last?
4. When do the students begin to get practical experience in the care of patients?
5. What subjects do the students learn in the clinical period of studies?
6. Where do medical students learn basic medical procedures?
7. How long does internship last?
8. What is the aim of internship?

**Exercise 14.** Agree or disagree with the following statements. Begin as follows: ***I agree/disagree with the statement because ...***

1. It is important to learn everything perfectly.
2. Working hard during the term without rest may lead to depression or illness.
3. Social life may interfere with (мешать) studies.
4. After-class activities help much in one's studies.

**Exercise 15.** Get ready to speak about "Medical education in Great Britain" using the scheme:

Medical faculty of a university

→ premedical education (2-3 years);

→ preclinical training (3 years);

→ clinical training (2 years);

→ internship ( $\approx$  2 years).

It takes 9-10 years to become a doctor.

**Exercise 16.** Organize a discussion at which the students from Great Britain and Belarus share their opinion on pros (преимущества) and cons (недостатки) of the system of medical education in their countries.

Concentrate on the following:

1. Tuition fee (плата за обучение);
2. Duration of studies at the university. Division of an academic year into semesters or terms;
3. Forms of instruction (classes, lectures, seminars);
4. Working hours of the students (in-class training);
5. Taking credit-tests and examinations;
6. Out-of-class activities.

*Use the phrases: I think (consider); To my mind; In my opinion; As I see it.*



## MISUNDERSTANDINGS

The jokes depend on a misunderstanding which is caused by stressing or pronouncing words in different ways.

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Teacher: John, give me a sentence with '**centimetre**' in it.

John: When my aunt was arriving at the station I was **sent to meet** her.

\*\*\*

Teacher: Mary, give me a sentence with '**gruesome**' (ужасный) in it.

Mary: My dad **grew some** potatoes in the garden.

\*\*\*

Teacher: Sarah, give me a sentence with '**fascinate**' (очаровывать) in it.

Sarah: I had ten buttons on my shirt but I lost two, so now I can **fasten eight**.

\*\*\*

Teacher: George, give me a sentence with '**unaware**' (незнающий) in it.

George: My **underwear** (нижнее белье) is the first thing I put on in the morning.

## ORAL TOPIC "SKELETON."

*"There is a skeleton in every house."*

**Exercise 1.** Read the following words and translate them.

Divide, column, body, oval, form, connection, structure, first, foot (feet), arm, hand, orbit, substance, (in)organic, eyeball, experiment, age, movement, include, exclude, pair.

**Exercise 2.** Learn the following words and expressions:

1.	adult ['ædʌlt], [ə'dʌlt] – взрослый;
2.	ankle ['æŋkl] – лодыжка;
3.	appendicular [ˌæpən'dɪkjʊlə] – дополнительный;
4.	axial ['æksɪəl] – осевой;
5.	bone [bəʊn] – кость;
6.	breastbone ['breɪstbəʊn] – грудная кость; грудина;
7.	cartilage ['kɑ:tɪlɪdʒ] – хрящ;
8.	cervical ['sɜ:vɪk(ə)l], [ˌsə'vaɪkl] – шейный;
9.	chest [tʃest] – грудь (грудная клетка);
10.	coccyx ['kɒksɪks] – копчик;
11.	elbow ['elbəʊ] – локоть;
12.	extremity [ɪk'streməti], [ek-] – конечность;
13.	forearm ['fɔ:ɹɑ:m] – предплечье;
14.	head [hed] – голова;
15.	hip [hɪp] – бедро;
16.	knee [ni:] – колено;
17.	limb(s) [lɪm] – конечность(и);
18.	lumbar ['lʌmbə] – поясничный;
19.	neck [nek] – шея;
20.	rib [rɪb] – ребро (вид кости в живых организмах);
21.	sacral ['seɪkr(ə)l] – крестцовый;
22.	shoulder girdle ['ʃəʊldə 'ɡɜ:dl] – плечевой пояс;
23.	skeleton ['skelɪt(ə)n] – скелет;
24.	skull [skʌl] – череп;

25.	spinal column ['spain(ə)l 'kɒləm] – позвоночный столб, позвоночник;
26.	thigh [θaɪ] – бедро;
27.	thoracic [θɔ:'rasi:k] – грудной;
28.	thumb [θʌm] – большой палец руки;
29.	toe [təʊ] – палец ноги;
30.	trunk [trʌŋk] – туловище;
31.	vertebra / vertebrae ['vɜ:tɪbrə]/ ['vɜ:tɪbri:] – позвонок/ позвонки;
32.	wrist [rɪst] – запястье;
33.	be (sub)divided in to – (подразделяться) делиться на;
34.	be called – называться (как-то);
35.	be composed of – состоять из;
36.	be connected with – быть связанным с кем-либо, чем-либо;
37.	be formed of – формировать(ся), образовывать(ся);
38.	consist of – состоять из чего-л.

**Exercise 3.** Analyze and translate the following terms and words:

1.

**\* fore** – пред-, перед-

forehead ['fɔ:ɪd]; forearm ['fɔ:ɹɑ:m]; to foresee [fɔ:'si:].

2.

**\* -en** } суффикс /  
**en-** } префикс глагола

to lengthen (length – длина);	to flatten (flat – плоский);
to widen (wide – широкий);	to enlarge (large – большой);
to harden (hard – твердый);	to encourage (courage – смелость, мужество);
to strengthen (strength – сила);	to ensure (sure – уверенный).
to fasten (fast – быстрый);	
to deepen (deep – глубокий);	

3.

**\* -ing** – процесс, отглагольное существительное

reading; writing; smoking; taking; coming; growing; dividing; connecting; forming; practicing; examining.

4.

**\*sub** – более мелкое подразделение

subdivide, subdivision, substructure, substandard, subnormal, subgroup.

**Exercise 4.** Read the following nouns and adjectives paying attention to their pronunciation and meaning.

brain [breɪn] мозг – cranial	pelvis ['pelvɪs] таз – pelvic
face [feɪs] лицо – facial	skull [skʌl] череп – cranial
neck [nek] шея – cervical	length – long [lɒŋ] длинный
bone [bəʊn] кость – bony	spine [spaɪn] позвоночник – spinal
chest [tʃest] /thorax ['θɔ:ræks] грудная клетка – thoracic	

**Exercise 5.** Connect the terms according to their meaning:

English name	Anatomical name
1) skull	a) clavicle
2) spine	b) cranium
3) jaw bone	c) costa
4) rib	d) scapula
5) breastbone	e) tibia
6) collarbone	f) patella
7) shoulder blade	g) thorax
8) thigh bone	h) femur
9) knee cup	i) mandible
10) shin bone	j) vertebral column
11) chest	k) sternum

**Exercise 6.** Read and translate the following words, define the part of speech (nouns and adjectives):



facial, formation, scientific, spinal, cartilage, pelvic, cavity, connection, basic, special, ligament, composition, experimental, anatomical, substance, sacral, orally, upper, flexible, axial, appendicular, structure, largest, subdivide, lower, firmly.

*Read the text and fulfil the exercises that follow it.*

## THE SKELETON

The *skeleton* is a bony framework of the body. There are 206 bones in an *adult skeleton*. The skeleton is divided into *axial* and *appendicular* skeleton.

The bony structure of the head is the *skull*. It consists of cranial and facial parts. There are 26 bones in the skull.

The bones of the *trunk* are the *spinal column* or the spine and the *breastbone* with the *ribs*.

The spine consists of the vertebrae. The *vertebra* is a small bone which is formed by the body and the arch. There are 32 or 37 vertebrae in the spine. They are 7 *cervical*, 12 *thoracic*, 5 *lumbar*, 5 *sacral* vertebrae and from 1 to 5 vertebrae forming the *coccyx*. The lumbar vertebrae are the largest vertebrae in the spinal column. They have oval bodies. The form of the first and the second cervical vertebrae is different from the other because they take part in



the flexible connection of the skull and the spine.

The breastbone is a long *bone* in the middle of the *chest* (thorax). On each side of the chest 7 ribs are connected with the breastbone by *cartilages*. The cartilages of three other ribs are not connected with the breastbone but only with each other and with the seventh rib. The eleventh and the twelfth ribs are not connected with the breastbone either\*. They are not connected with other ribs. They are free. Each rib is composed of a *head*, a *neck* and a *body*.

The lower *limbs* (extremities) are connected with the trunk by the pelvis. We can subdivide the lower extremity into: the *thigh* from the hip to the knee, the *leg* from the knee to the ankle and the *foot* with *toes*.

The upper *extremity* is subdivided into: the arm from the shoulder to the elbow, the *forearm* from the elbow to the wrist and the *hand* with fingers and a *thumb*. It is connected with the trunk by the *shoulder girdle*.

The bones of the skeleton are connected together by the joints or by the cartilages and ligaments. The bones consist of organic and inorganic substances.

**NOTE:**

\*either – также (при отрицании).

**Exercise 7. Match the corresponding:**

1. forearm	a) колено
2. limb	b) конечность
3. ankle	c) шея
4. hip	d) палец (ноги)
5. neck	e) сустав
6. knee	f) предплечье
7. trunk	g) кисть
8. pelvis	h) большой палец (руки)
9. thumb	i) таз
10. wrist	j) лодыжка
11. finger	k) голень
12. joint	l) туловище
13. hand	m) локоть
14. elbow	n) запястье

15. leg	о) бедро
16. toe	р) палец (руки)

**Exercise 8.** Find in the text the English equivalents to the following words and word combinations:

разные размеры и формы, отличается от, принимает участие в подвижном соединении, в середине грудной клетки, с каждой стороны, органическое вещество, состоит из, образовано, (не) соединяются с туловищем, делятся на, подразделяются на.

**Exercise 9.** Complete the following sentences.

1. The skeleton consists of ...
2. The bony framework of the head is ...
3. The spine consists of ...
4. ... is a long bone in the middle of the chest.
5. The ... vertebrae are the largest vertebrae in the spinal column.
6. The lower limbs are connected with the trunk by the ...
7. The upper extremity is connected with the ... by the shoulder girdle.
8. The bones consist of organic and inorganic ...

**Exercise 10.** Answer the questions.

1. What does the skeleton consist of?
2. How many bones are there in the skeleton of the adult?
3. What are the chief parts of the human body?
4. What parts does the head consist of?
5. What are the main bones of the trunk?
6. What does the spine consist of?
7. What is the vertebra formed of?
8. How many vertebrae are there in the spine?
9. What are the largest vertebrae in the spinal column?
10. Does the shape of the 1<sup>st</sup> and 2<sup>nd</sup> cervical vertebrae differ from the other vertebrae?
11. Where is the breastbone?
12. What are the main parts of the lower extremity?

13. What are the chief parts of the upper limb?
14. What are the bones of the skeleton connected by?

**Exercise 11.** Use an active or a passive predicate.

1. Bones (to compose) the skeleton. 2. The skull (to consist) of cranial and facial parts. 3. The vertebra (to be) a small bone which (to form) by the body and the arch. 4. The 1<sup>st</sup> and 2<sup>nd</sup> cervical vertebrae (to take part) in the flexible connection of the skull and the spine. 5. The ribs (to connect) with the breastbone by cartilages. 6. Pelvis (to connect) the lower limbs with the trunk. 7. The upper extremity (to subdivide) into the arm, the forearm and the hand.

**Exercise 12.** Read the text and translate the underlined words without looking them up in the dictionary.

The main part of the head and face is called the skull. The skull is composed of twenty six bones. These bones form two basic parts of the skull, that is facial and cranial parts.

The bones of the skull are connected with the cervical vertebrae. The bones of the skull are connected so firmly (*крепко*) that it is very difficult to separate them.

The bones of the skull form one large cavity and some smaller cavities. The large cavity is called the cranial cavity. The brain is in the cranial cavity. One of the smaller cavities is the oral cavity and the other is the cavity of the nose. The eyeballs are in the orbits.

**Exercise 13.** Group the words according to the part of the body they belong to:

lower extremity, orbit, skull, knee, thigh, shoulder, pelvis, eyeball, leg, spinal column, hand, toe, rib, wrist, chest, nose, finger, thoracic cavity, thumb, vertebrae, ankle, arm.

the head	the trunk	the lower limbs	the upper limbs
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**Exercise 14.** *Rearrange the sentences to describe the skeleton.*

1. It consists of the axial and appendicular skeleton.
2. Skeleton is the bony framework of the body.
3. The axial skeleton is composed of the skeleton of the head and the skeleton of the trunk.
4. The bones of trunk include the spinal column and the breastbone.
5. It consists of 7 cervical, 12 thoracic, 5 lumbar and 5 sacral vertebrae ['v3:tɪbrɪ:].
6. The skeleton of the head is called the skull and include 26 bones.
7. There are about 37 bones in the spinal column.
8. The breastbone is the long bone of the thorax, connecting the ribs.
9. The largest one is the lumber vertebrae.
10. The appendicular skeleton includes lower and upper limbs.
11. They are divided into the thigh, leg and foot.
12. There are 7 pairs of ribs in the human skeleton.
13. The upper limbs (extremities) include the bones of the arm, the forearm, the hand with fingers and thumb.
14. The lower limbs are connected with the trunk by pelvis.
15. There is difference between male, female and a child's skeleton, which has more bones, fusing with aging.
16. The bones of the skeleton are connected with cartilages and ligaments.
17. The main function of the body is to support the body, protect inner organs and provide movements.

**Exercise 15.** *Translate the sentences from Russian into English.*

1. В скелете взрослого человека 206 костей. 2. Основными частями тела является голова, туловище и конечности. 3. Череп состоит из черепной и лицевой частей. 4. В черепе 26 костей. 5. Позвоночник состоит из позвонков. 6. В позвоночнике 7 шейных, 12 грудных, 5 поясничных, 5 крестцовых и от 1 до 5 позвонков, образующих копчик. 7. 1-й и 2-й шейные позвонки участвуют в подвижном соединении черепа и позвоночника, и потому имеют форму отличную от других. 8. Таз соединяет нижние конечности с туловищем. 9. Нижняя конечность состоит из бедра, голени и стопы. 10. Верхняя конечность подразделяется на плечо,

предплечье и кисть. 11. Кости скелета соединяются при помощи суставов, хрящей и связок.

*Exercise 16. Speak of the skeleton using the sentences of exercise 14.*



**Laugh your socks off with these funny medical jokes.**

Q: Why did the man with one hand cross the road?

A: To get to the **second hand shop**.

\*\*\*

Q: Why didn't the skeleton go to the party?

A: It had **no body / nobody** to go with.

\*\*\*

Q: Why is a skeleton a bad liar (лгун)?

A: You can see right through (видеть насквозь) it.

\*\*\*

Q: Does an apple a day keep a doctor away?

A: Only if you aim it well enough.

\*\*\*

Q: You say he left no money.

A: No, you see, he lost his health getting wealthy and lost his wealth trying to get healthy.

\*\*\*

Patient: Doctor, my hair **keeps falling out**. Have you got anything to **keep it in**?

Doctor: What about a card-board box?

\*\*\*

The human brain starts working the moment you are born and never stops until you stand up to speak in public.

## ORAL TOPIC “MUSCLES.”

---

***“You live and learn.”***

***Exercise 1. Read the following words and translate them.***

Relax, produce, come, close, body, **weight**, more, male, type, contract, control, call, large, group, between, huge, **enough**, function, production, inner, strong, wall, tract, mean, end, all.

***Exercise 2. Learn the following words:***

1.	blood [blʌd] – кровь;
2.	cell [sel] – клетка;
3.	constitute ['kɒnstɪtju:t] – составлять;
4.	contract ['kɒn'trækt] – сокращаться;
5.	digestive [dɪ'dʒestɪv] – пищеварительный;
6.	female ['fi:meɪl] – женский; женского пола;
7.	male [meɪl] – мужской; мужского пола;
8.	fiber(s) ['faɪbə] – волокно(а);
9.	inner ['ɪnə] – внутренний;
10.	lay [leɪ] – класть;
11.	layer ['leɪə] – слой;
12.	make up [meɪk ʌp] – составлять;
13.	skin [skɪn] – кожа;
14.	smooth [smu:ð] – гладкий, ровный;
15.	striated ['straɪ'eɪtɪd] – поперечно-полосатый;
16.	tendon ['tendən] – сухожилие;
17.	tissue ['tɪʃju:] – ткань;
18.	total ['təʊtəl] – общий;
19.	vessel ['vesl] – сосуд;
20.	viscera ['vɪsərə] – внутренние органы; кишки;
21.	voluntary ['vɒləntərɪ] – произвольный;
22.	will [wɪl] – воля.

*Exercise 3. Read and translate the text. Do the exercises that follow it.*

## MUSCLES

1. Muscle is a tissue composed of fibers that can contract and relax to produce movement. The word “muscle” comes from a Greek word meaning “to enclose”, because layers of muscles enclose the bones. Muscles constitute about 50% of total body weight (slightly more in male than in female).

2. There are 3 main types of muscles:

- striated
- smooth
- cardiac

All muscles can contract and relax.

**Smooth** muscles are sometimes called **visceral** muscles. They contract slowly and make up the walls of internal organs, such as blood vessels and digestive tract. They are out of voluntary control. They are also called visceral muscles.

3. **Striated** or **skeletal** muscles are the muscles of the arms and legs, they are completely under our voluntary control, that means we can contract them by our will. They are made up of large fibers, grouped together.

4. **Cardiac** (heart) muscle is a cross between smooth and striated types of muscles. Its fibers have neither beginning nor\* an end, it's a huge net of muscles. Cardiac muscle is strong enough, but it is under involuntary control.

5. The main functions of muscles are: protection of the inner organs, support of the body and production of movement.

**NOTE:**

\*Neither ... nor – ни ... ни.

*Exercise 4. Insert instead of blanks a proper noun or an adjective:*

vessel – ...

skin – ...

digestion – ...

... – muscular

... – fibrous

... – visceral

neck – ...

skeleton – ...



***Exercise 5. Find synonym:***

smooth, striated, male, female, voluntary, involuntary, make up,  
constitute, by person's will, woman, without person's will, man,  
visceral, skeletal.

---

***Exercise 6. Find antonyms:***

contract, slowly, total, voluntary, male, compose,  
decompose, female, single, quickly, relax, involuntary.

---

***Exercise 7. Translate the following word combinations:***

muscular tissue, to be composed of fibers, to produce movements,  
layers of muscles, the walls of the internal organs, to contract slowly,  
the blood vessels, under the voluntary control, large fibers, total body  
weight, large fibers grouped together, cardiac muscle, striated and  
smooth types of muscles, under involuntary control, support of the  
body.

***Exercise 8. Insert instead of blanks the suitable words.***

1. Muscle is a tissue that can ... and ... to produce movement.
2. There are 3 types of muscles: ..., ..., ... .
3. Smooth muscles contract ... .
4. The walls of the internal organs, or viscera such as ..., ... are made up of smooth muscles.
5. That is why smooth muscles are sometimes called ... .
6. Smooth muscles can contract and relax without our ... .
7. Striated muscles are the muscles of the ... and ... .
8. They can contract by our will and are called ... muscles.
9. Cardiac muscle is a cross between ... and ... types of muscles.
10. Cardiac muscle is rather strong, but it is under ... control.

***Exercise 9. Answer the questions.***

1. Is muscle a tissue composed of fibers?
2. Why does the word muscle mean “to enclose”?

3. Are there two or three types of muscles?
4. Can all muscles contract and relax?
5. Why are smooth muscles called visceral muscles?
6. Are they under voluntary or involuntary control?
7. Do skeletal muscles make up muscles of the lower and upper extremities?
8. Why are skeletal muscles also called voluntary muscles?
9. Cardiac muscle is a cross between smooth and striated types of muscles, isn't it?
10. What are the main functions of the muscles?

***Exercise 10. Translate with the help of a dictionary.***

### **A MACHINA MADE OF FLESH**

For over thousand years researchers have tried to understand the mechanism of movement.

In the third century B.C. a physiology school in Alexandria developed a theory of muscle contraction.

The first model of muscle contraction originates from Vesalius of the Padua school. According to his ideas, the muscle is a machina made of flesh.

Around 1860 the physicist and physiologist Hermann von Helmholtz offered illuminating insight into the processes of muscle work. He proved that muscles are “machines” that convert chemical energy into mechanical energy. At around the same time, the physiologist Willi Kuehne in Leipzig described the “muscle protein” Myosin – the world’s first isolated protein.

In 1938 Lubimova and Engelhardt in Moscow were the first to identify myosin as an ATP-splitting enzyme.

Finally, in 1943, the two Hungarian scientists, Albert Szent-Gyorgyi and his student F.Bruno Straub, established that Kuehn’n myosin is a mixture of two proteins – actin and myosin.

Today, researchers know that one gram of skeletal muscle contains around 100 milligrams of the contractive proteins.

**Exercise 11.** *Speak about main types of muscles of the human body using the words and word combinations given in brackets.*

1. The origin (происхождение) of the word “muscle”; types of muscles (from a Greek word, to enclose, to constitute, half of the body weight).
2. The characteristics of smooth muscles (visceral, to contract slowly, the walls of internal organs, out of voluntary control).
3. The characteristics of striated muscles (skeletal, under voluntary control, large fibers).
4. The characteristics of a cardiac muscle (a cross between smooth and striated muscles, huge net of muscles, strong muscles, under involuntary control).
5. Functions of muscles (protection, support, production of movement).



The strongest muscle in the body is the tongue.

\*\*\*

Angry Father: Well, Tommy, I talked to your teacher today, and now I want to ask you a question: Who is the laziest person in your class?

Tommy: I don't know, Father.

Father: Oh, yes, you do! Think! When other boys and girls are reading or writing. Who sits in the class and only watches how other people work?

Tommy: Our teacher, Father.

## ORAL TOPIC “INNER ORGANS.”

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***“A little learning is a dangerous thing.”***

***Exercise 1. Read the following words and translate them.***

Basic, tissue, function, muscle, oxygen, process, system, main, lobe, side, speech, use, air, pass, make, work, cell, blood, round, beat, food, speech, transport, material, canal, tube, process, simple, take, through, go, large, water, food, expand.

***Exercise 2. Learn the following words.***

### ***The respiratory system***

1.	at rest [rest] – в состоянии покоя;
2.	be situated ['sɪtʃueɪtɪd] – располагаться;
3.	breath [breθ] – дыхание, вздох;
4.	breathe [briːð] – дышать;
5.	breathing [briːðɪŋ] – дыхание как процесс;
6.	bronchi ['brɒŋkaɪ] – бронхи;
7.	carbon dioxide ['kɑːb(ə)n daɪ'ɒksaɪd] – углекислый газ;
8.	carry ['kæri] – переносить;
9.	circulatory [,sɜːkjʊ'leɪt(ə)rɪ] – циркулирующий;
10.	convert [kən'veɜːt] – превращать, преобразовывать.
11.	exhalation ['eks(h)ə'leɪʃ(ə)n] – выдох;
12.	inhalation ['ɪnhə'leɪʃ(ə)n] – вдох;
13.	lung [lʌŋ] – легкое;
14.	nutrition [njuː'trɪʃ(ə)n] – питание;
15.	oxygen ['ɒksɪdʒən] – кислород;
16.	pleura ['pluərə] – плевра, <i>мн.ч.</i> pleurae;
17.	pump [pʌmp] – насос;
18.	respiratory [rɪ'spɪrət(ə)rɪ] – дыхательный;
19.	speech [spiːʃ] – речь.

### ***The cardiovascular system***

1.	artery ['ɑːtəri] – артерия;
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2.	atrium [ˈeɪtriəm] – атриум, предсердие;
3.	blood [blʌd] – кровь;
4.	heart [ha:t] – сердце;
5.	force [fɔ:s] – толкать, принуждать;
6.	make use [meɪk ju:z] – использовать;
7.	provide [prəˈvaɪd] – обеспечивать;
8.	pump [pʌmp] – качать;
9.	undergo [ˌʌndəˈɡəʊ] (underwent, undergone) – подвергаться;
10.	vein [veɪn] – вена;
11.	vessel [ˈves(ə)l] – сосуд;
12.	waste [weɪst] – выделения (организма).

### *The digestive system*

1.	alimentary [ˌæliˈment(ə)rɪ] – пищеварительный;
2.	absorption [əbˈzɔ:pʃn] – всасывание;
3.	break down [ˈbreɪk ˈdaʊn] – разрушать;
4.	canal [kəˈnæl] – проход, канал;
5.	cavity [ˈkævɪti] – полость;
6.	convert [kənˈvɜ:t] – превращать;
7.	digest [dɪˈdʒest] – переваривать пищу;
8.	digestion [dɪˈdʒestʃn] – усвоение пищи;
9.	esophagus [ɪˈsɒfəɡəs] – пищевод;
10.	gallbladder [ˈɡɔ:lblædə] – желчный пузырь;
11.	gland [ɡlænd] – железа;
12.	intestine [ɪnˈtestɪn] – кишка, кишечник;
13.	liver [ˈlɪvə] – печень;
14.	mouth [maʊθ] – рот;
15.	nourish [ˈnʌrɪʃ] – питать;
16.	nutrition [njuːˈtrɪʃn] – питание, пища;
17.	occur [əˈkɜ:] – иметь место, происходить;
18.	pancreas [ˈpæŋkriəs] – поджелудочная железа;
19.	pharynx [ˈfærɪŋks] – глотка;
20.	remnant [ˈremnənt] – остаток (пищи);
21.	salivary [ˈsæliˌvəri] – слюнный;
22.	stomach [ˈstʌmək] – желудок.

**Exercise 3.** Practise the pronunciation of the following words and guess their meaning.

**Respiratory system**

Nasal ['neɪz(ə)l], larynx ['læɪŋks], trachea [trə'ki:ə], bronchi ['brɒŋkaɪ], lobe [ləʊb], chest [tʃest], expand [ɪk'spænd], [ek-], contract ['kɒntrækt], at rest [rest], per minute ['mɪnɪt], physical ['fɪzɪk(ə)l], pass [pɑ:s], exchange [ɪks'tʃeɪndʒ], [eks-], feces [fi:si:z].

**Cardiovascular system**

Network ['netwɜ:k], cell [sel], capillary [kə'pɪl(ə)rɪ], atria ['eɪtrɪə], circulation [,sɜ:kjə'leɪ(ə)n], ventricle ['ventrɪkl], produce [prə'dju:s], pump [pʌmp].

**Digestive system**

Tube [t(j)u:b], oral ['ɔ:r(ə)l], saliva [sə'laɪvə], substance ['sʌbst(ə)ns], gastric ['gæstrɪk], intestinal [ɪn'testɪn(ə)l].

**Exercise 4.** Find the antonyms or the synonyms and translate them:  
on the left, into, through, in front of, to consist of, to take place, toward, to build up, expand  
to occur, behind, out of, away, on the right, to be made up of, to break down, across, contract

**Exercise 5.** Read and translate the following Passive predicates.

<b>Model:</b>	will be carried – <b>будет перенесен</b> (перенесут, перенесётся)
---------------	---

is taken  
was exchanged  
were covered  
are situated  
is followed

are digested  
shall be made up  
was known  
will be produced

is called  
were converted  
was broken down  
are pumped

**Exercise 6.** Read and translate the following texts.

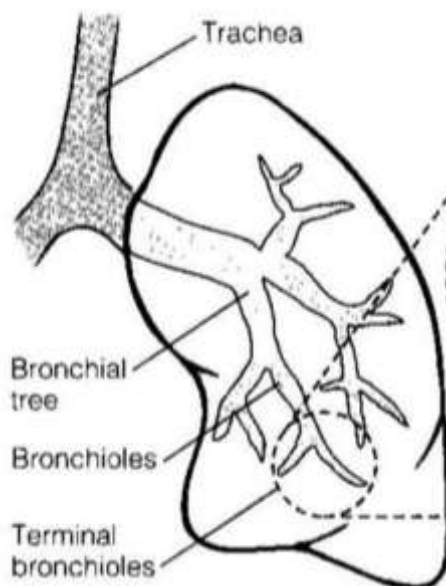
## THE RESPIRATORY SYSTEM

The respiratory system is the network of the organs by which air is taken into the lungs where *carbon dioxide* and *oxygen* are exchanged.

The respiratory system consists of the *nasal cavity*, *larynx*, *trachea*, *bronchi* and *lungs*.

The lungs are the main organ of the respiratory system. They consist of *lobes* and are covered with *pleura*. The gas exchange takes place within the lungs which are situated in the chest, on each side of the heart. The main functions of the respiratory system are breathing and speech. Breathing is a process that provides making use of oxygen.

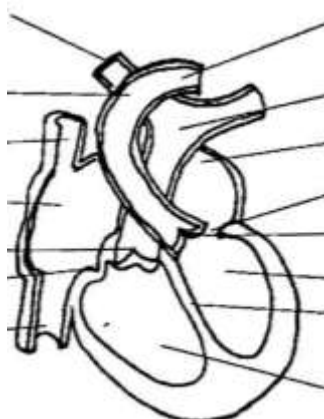
Respiration consists of rhythmically repeated inhalations and exhalations. Inhalation is followed by exhalation. When the chest expands air passes into the lungs, and when it contracts air passes out of the lungs. An adult at rest makes 16-20 respiratory movements per minute (в минуту). Physical exercise usually accelerates respiration.



## THE CARDIOVASCULAR SYSTEM

Right pulmonary artery

Aorta  
Superior vena cava  
Right atrium  
Pulmonary valve  
Tricuspid valve  
Inferior vena cava



Left pulmonary artery

Pulmonary artery  
Left atrium  
Mitral valve  
Aortic valve  
Left ventricle  
Interventricular septum  
Right ventricle

The cardiovascular system is the network of the organs that carries nutrition to each living cell.

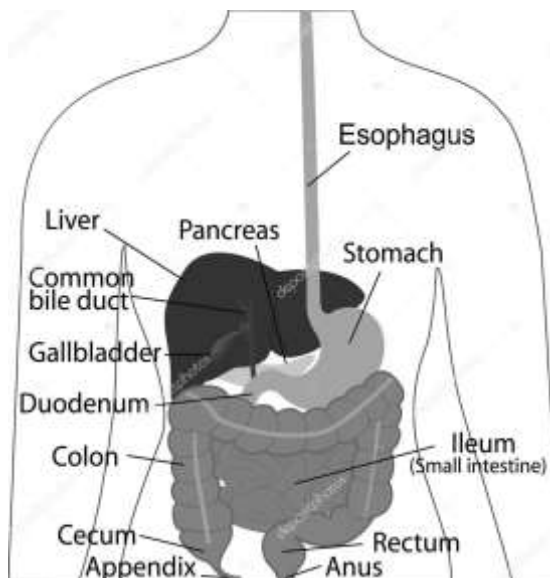
The cardiovascular system is made up of the *heart* and *blood vessels*: arteries, veins and capillaries which are the smallest ones.

The heart is the main organ of the circulatory system. The heart lies in the chest behind the breastbone. It consists of two *ventricles* and two *atria*. The heart is a double pump. It circulates blood through vessels throughout the organism. Vessels carrying blood away from the heart are known as *arteries*. Vessels returning blood to the heart are known as *veins*. This round trip is known as *circulation*. The heart beats 72 times per minute. The main job of the cardiovascular system is taking food and oxygen to all organs in the body. It also transports waste materials that are produced out of our organism.

## THE DIGESTIVE SYSTEM

The digestive system is made up of the *alimentary canal* and the *digestive glands*.

The alimentary canal is a long muscular tube that consists of *oral cavity*, *esophagus*, *stomach*, *small* and *large intestines*. The digestive glands are: salivary glands, liver, pancreas and gall-bladder. They produce substances necessary for digestion.



Digestion is the process of converting food into simple substances to nourish the cells of the body.

From the *mouth* where *salivary* digestion takes place food passes through the *pharynx* into the *esophagus*. Then it passes into the *stomach* where it is broken down.

Digestion occurring in the stomach is called *gastric* digestion. From the stomach food passes into the small intestine where it undergoes further reactions. Digestion in the small intestine is known as



*intestinal* digestion. In the large intestine no digestion takes place, just absorption of water and minerals from waste food remnants.

**Exercise 6.** *Read and translate the following cognate words.*

to exhale – exhalation – exhaled  
to inhale – inhalation – inhaled  
to respire – respiration – respiratory  
to breathe – breathing – breath  
an artery – arterioles – arterial  
to speak – speaking – speech  
to provide – provision – provisional  
blood – bloody – bleeding  
to digest – digestion – digestive  
to nourish – nourishment – nourishing  
to absorb – absorption – absorbed  
to circulate – circulation – circulatory  
to produce – product – production

**Exercise 7.** *Insert instead of gaps the proper words.*

cell – cellular	nose – ...	l... – hepatic
h... – cardiac	... – vascular	... – nutritious
... – arterial	digest – ...	s... – gastric
lung – p...	... – muscular	mouth – o...
... – venous		

**Exercise 8.** *Translate the word combinations from English into Russian:*

the circulatory system, the respiratory system, the cardiovascular system, the digestive system, the oral cavity, the nasal cavity, carbon dioxide and oxygen, gas exchange, rhythmically repeated inhalations and exhalations, make use of oxygen, at rest, respiratory movements, physical exercise, blood vessels, a double pump, alimentary canal, the digestive glands, salivary glands, to undergo further reactions.

**Exercise 9.** Answer the following questions:

1. What is the respiratory system?
2. What are the main structures of the respiratory system?
3. Are the lungs the main organ of the respiratory system?
4. What are the main functions of the respiratory system?
5. What is the cardiovascular system (CVS)?
6. Is the CVS made of the heart and the blood vessels?
7. What do you know about the structure of the heart?
8. What are the main functions of the CVS?
9. What is the digestive system?
10. What parts does the alimentary canal consist of?
11. What digestive glands do you know?
12. What is digestion?
13. What is the pathway (путь) of food?

**Exercise 10.** Fill in the gaps with the suitable words and word combinations.

1. The respiratory system is the network of organs through which **a...** is breathed into the **l....**
2. Within the lungs **g...** **e...** takes place.
3. The main functions of the **r...s...** are breathing and speech.
4. Respiration consists of rhythmically repeated **i...** and **e....**
5. The CVS is made up of the **h...** and the blood **v....**
6. The **l...** is the main organ of the circulatory system.
7. The heart consists of two **a...** and two **v....**
8. The main job of the CVS is taking food and **o...** to all organs of the body.
9. The digestive system is made up of the **a...** canal and digestive **g....**
10. The **d...** glands are: salivary **g...**, liver, pancreas and **g....**
11. From the mouth food passes through the pharynx into the **e...** and then into the **s....**
12. From the stomach food passes into the small **i...** and then into the large **i....**

**Exercise 11.** *Translate the sentences from Russian into English.*

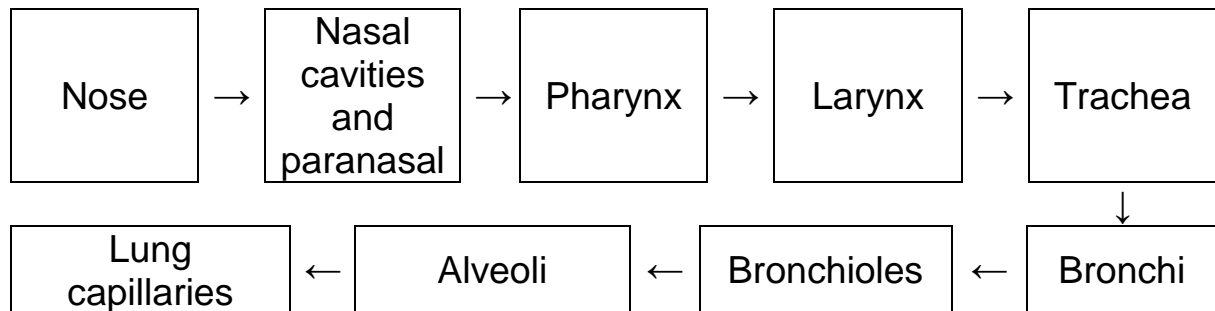
1. Легкие расположены в грудной клетке.
2. Воздух, который мы вдыхаем через нос или рот, проходит в легкие.
3. В легких происходит обмен газов между организмом и средой (environment).
4. Сердце –двойной насос.
5. Сердце сокращается с частотой 72 удара в минуту.
6. Работа сердца очень важна. Оно непрерывно движет кровь.
7. Сердце состоит из 2 отделов (pumps). Каждый отдел состоит из предсердия и желудочка.
8. Пищеварительная система состоит из пищеварительного канала и пищеварительных желез.
9. К пищеварительным железам относятся слюнные железы, печень, поджелудочная железа и желчный пузырь.
10. Пища проходит через ротовую полость, глотку, пищевод, желудок и тонкий кишечник, где она переваривается.
11. В толстом кишечнике переваривание не происходит, только всасывание воды и минеральных веществ.
12. Пищеварение – это превращение пищи в простые вещества для питания клеток организма.

**Exercise 12.** *Role-play the situation. Distribute the roles. Suppose the teacher asks control questions on the topic “Inner organs” concerning their location, parameters, structure and functions. The students give the answers to the questions asked explaining the position of the inner organs in the body. Use the following: in front of, on the left, on the right, behind, across, in the middle, through.*

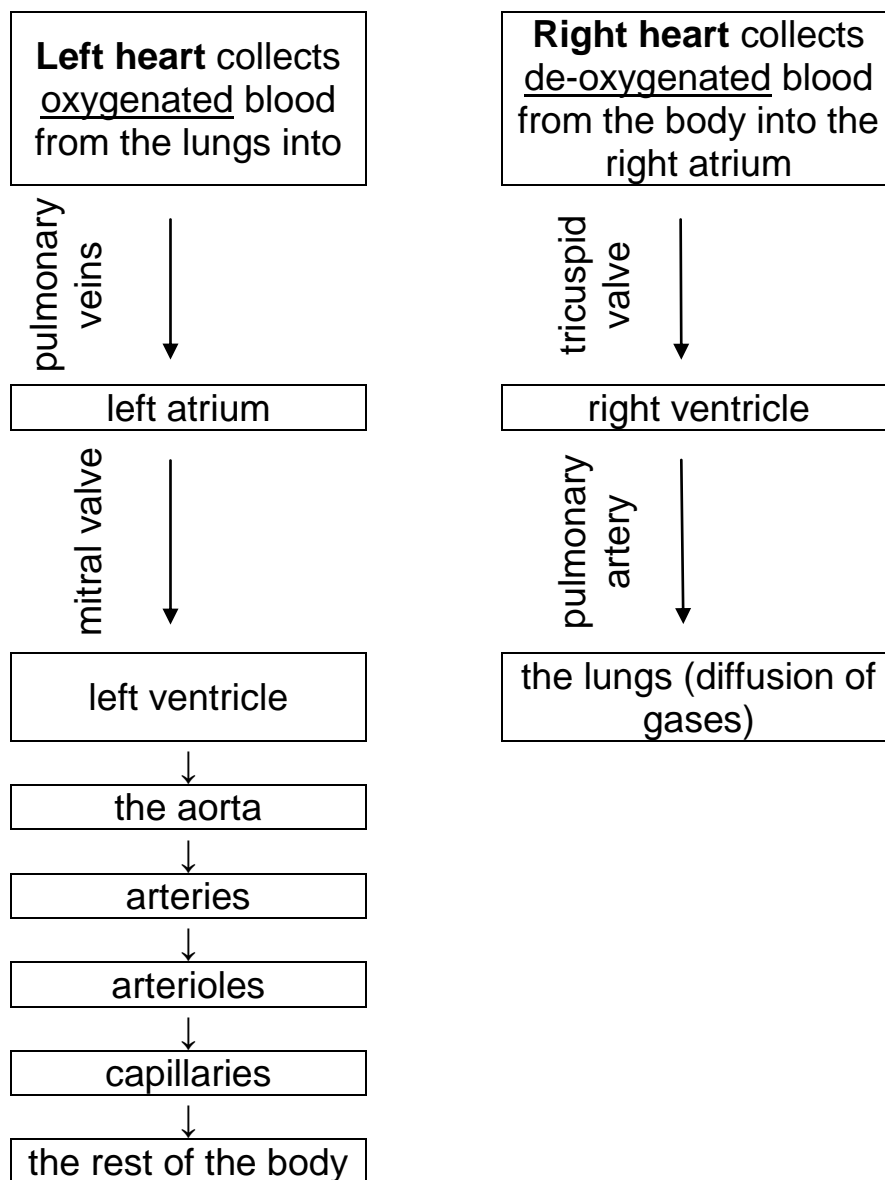
**Exercise 13.** *Describe the processes of respiration, blood circulation and digestion using the schemes.*

## The respiratory system

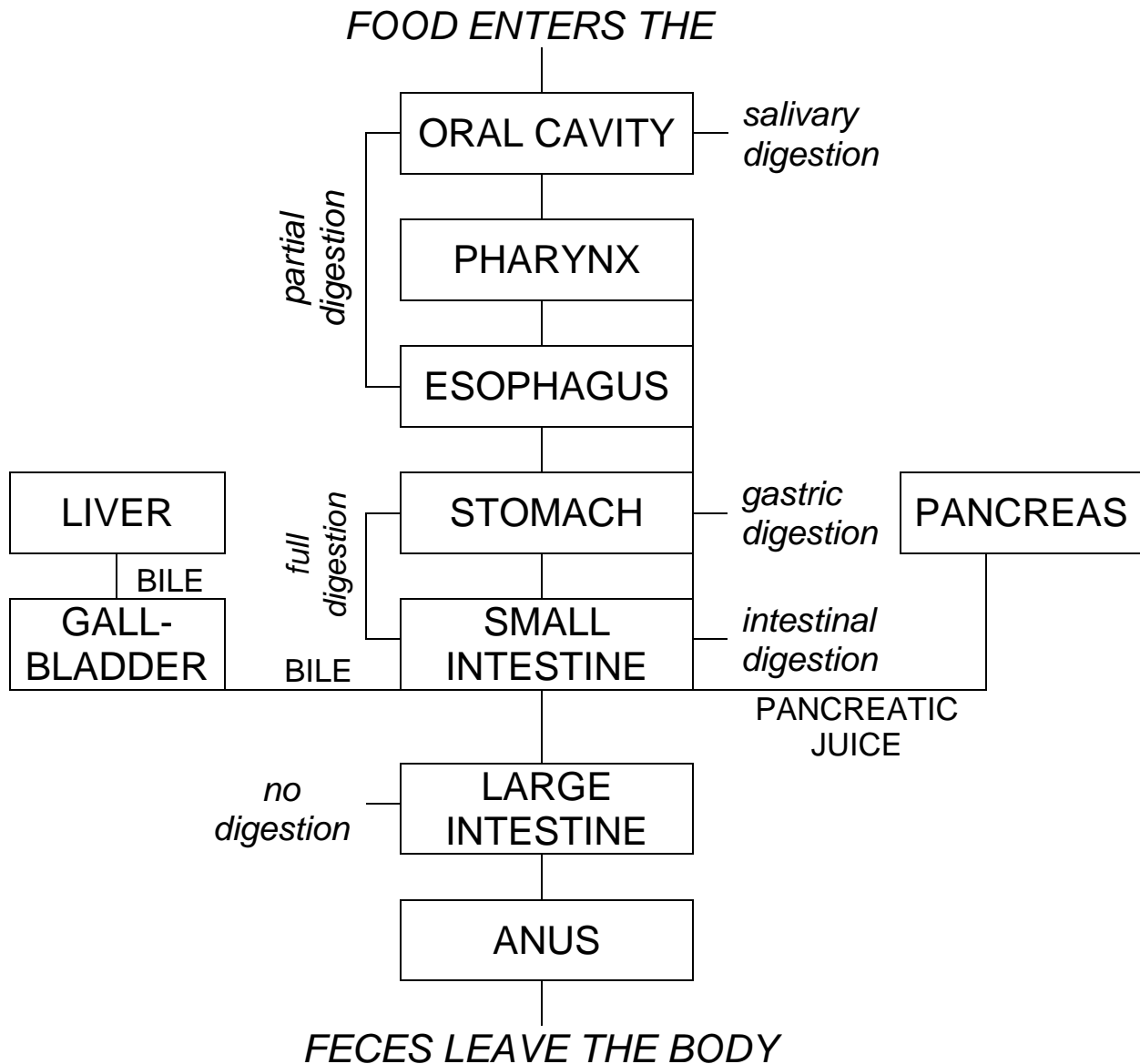
*Air passes through*



## The Blood circulation



## The digestive system



- How **can** you divide seven potatoes equally between four people?
- Mash them.

\*\*\*

- How **can** you double your money?
- Look at it in a mirror.

\*\*\*

- Why is a pocket calculator reliable?
- Because you can always **count on it**.

## ORAL TOPIC "PATHOLOGY."

---

***"Prevention is better than cure."***

***Exercise 1. Read the following words and translate them.***

Human, body, system, method, function, structural, state, harmful, cause, cure, normal, effect, science, right, pathology, microbiology, immunology, examination, state, vital.

***Exercise 2. Read the following words:***

1.	abnormal [æb'nɔ:m(ə)l] – ненормальный, не соответствующий норме;
2.	cause [kɔ:z] – причина;
3.	change [tʃeɪndʒ] – изменение;
4.	complication [,kɒmplɪ'keɪʃ(ə)n] – осложнение;
5.	course [kɔ:s] (of the disease) – течение (болезни);
6.	cure [kjʊə] – лекарство, лечение;
7.	disease [dɪ'zi:z] – болезнь, заболевание;
8.	effect [ɪ'fekt] – <i>н.</i> воздействие, последствие; <i>в.</i> осуществлять, совершать, выполнять;
9.	investigation [ɪn'vestɪ'geɪʃ(ə)n] – исследование, расследование;
10.	scientific [,saɪən'tɪfɪk] – научный;
11.	state [steɪt] – <i>зд.</i> состояние;
12.	study ['stʌdɪ] – <i>зд.</i> исследование, изучение;
13.	affect [ə'fekt] – <i>мед.</i> поражать;
14.	help [help] – помогать;
15.	include [ɪn'klʊ:d] – включать;
16.	involve [ɪn'vɒlv] – включать, вовлекать;
17.	mean [mi:n] – значить;
18.	vital ['vaɪt(ə)l] – жизненно важный.

**Exercise 3.** Train correct pronunciation of the following medical terms, translate them into Russian. What language(s) do they come from?

Pathology [pə'θɒlədʒɪ], pathogenesis [ˌpəθə(ʊ)'dʒɛnɪsɪs], system ['sɪstəm], method ['meθəd], (a)etiology [ˌiːtɪ'ɒlədʒɪ], therapy ['θerəpi], biochemistry [ˌbaɪəʊ'kɛmɪstri], microbiology [ˌmaɪkrə(ʊ)baɪ'ɒlədʒɪ], physiology [ˌfɪzɪ'ɒlədʒɪ], histology [hɪs'tɒlədʒɪ], immunology [ˌɪmjʊ'nɒlədʒɪ], biopsy ['baɪɒpsi], diagnosis (diagnoses) [ˌdaɪəg'nəʊsɪs].

**Exercise 4.** State the difference between the words.

to mean – means	an effect – to affect
a cause – a course	a cure – to cure
normal – abnormal	to include – to exclude

**Exercise 5.** Find the synonyms:

cure, investigation, disease, to involve, state, correct,  
to include, therapy, illness, research, right, condition.

---

**Exercise 6.** Translate the following combinations of the words without a dictionary.

Any system, human body, scientific methods, state of organism, structural and functional changes, pathological state, scientific investigation, pathology study, can help, to make a diagnosis.

**Exercise 7.** Read the text and translate it.

### **TEXT 1**

Pathology means a disease of any system of the human body. It also means the study of the disease by scientific methods. Disease is an abnormal state of the organism that involves any structural and functional changes.

A pathology study includes investigations of the causes of a disease (etiology), the course of the disease (pathogenesis) and the harmful effects of the disease (complications).

Only a scientific study of a pathological state can help to develop the way of its prevention or cure (therapy). The methods of a scientific study of a disease (pathological investigation) are:

- microbiological investigation
- histological investigation
- immunological investigation
- biochemical and physiological tests
- biopsies
- X-ray examination, etc.

All these methods are vital for making correct diagnosis and therapy of a disease.

**Exercise 8.** Find the corresponding equivalents in the text above.

Заболевание любой системы, человеческое тело, изучение болезни, научные методы, болезненное (ненормальное) состояние, структурные изменения, функциональные изменения, причины болезни, течение болезни, вредные последствия, осложнения после болезни, помочь разработать/выработать, способ лечения и предотвращения болезни.

**Exercise 9.** Answer the following questions.

1. What is pathology?
2. What is a disease?
3. What does a pathology study include?
4. What does etiology mean?
5. What is pathogenesis?
6. What is meant by harmful effects of a disease?
7. What is therapy of a disease?
9. What is a pathological investigation?
10. What are the methods of a scientific study of a disease?
11. Why is pathological study so vitally important?



**Exercise 10. Translate into English.**

1. Патологические изменения в системах человеческого организма означают болезнь.
2. Заболевание любой системы вызывает структурные и функциональные изменения.
3. Патологические исследования помогают поставить правильный диагноз и назначить лечение.
4. Методы патологических исследований включают биохимический анализ, физиологические тесты, микробиологические исследования, иммунологические исследования, гистологические исследования, биопсию и другие.
5. Исследование причин заболевания научными методами жизненно важно.
6. Сегодня мы провели некоторые (some) патологические исследования.
7. Результаты анализов помогли поставить правильный диагноз.
8. Вследствие болезни развились некоторые осложнения.



**Doctor! Doctor!**

Another classic type of joke in English involves a two-line conversation between a patient and a doctor.

\*\*\*

Patient: Is it serious, doctor?

Doctor: I wouldn't start watching any new television serials.

\*\*\*

P.: Doctor, please help me. I can't stop telling lies (лгать).

D.: I don't believe you.

P.: Doctor! Doctor! I think I'm getting smaller.

D.: Well, you'll just have to learn to be **a little patient**.

## ORAL TOPIC “PATHOLOGY. CARDIOVASCULAR DISEASES.”

---

*“Desperate diseases must have desperate remedies.”*

*Exercise 1. Read the following words and translate them.*

Brain, pump, past, number, process, structure, vessels, most, past, chest, aging, high, through, body, enough.

*Exercise 2. Read the following words:*

1.	asthma ['æsθmə ], ['æsmə] – астма;
2.	bloody ['blʌdɪ] – кровянистый;
3.	breathlessness ['breθlɪsnɪs ] – одышка, диспноэ;
4.	bronchial ['brɒŋkiəl] – бронхиальный;
5.	bronchitis [brɒŋ'kaɪtɪs] – бронхит;
6.	circulatory [ˌsɜ:kju'leɪt(ə)rɪ] – циркуляторный;
7.	congestion [kən'dʒestʃ(ə)n] – заложенность;
8.	cough [kɒf] – кашель;
9.	death [deθ] – смерть;
10.	decade ['dekeɪd] – десятилетие;
11.	duration [djuə'reɪʃ(ə)n] – продолжительность;
12.	emphysema [ˌemfɪ'si:mə] – эмфизема;
13.	fever ['fi:və] – лихорадка, жар;
14.	heart attack [hɑ:t ə'tæk] – инфаркт;
15.	heart failure [hɑ:t 'feɪljə] – порок сердца;
16.	life-threatening [laɪf 'θret(ə)nɪŋ] – угрожающий жизни;
17.	major ['meɪdʒə] – больший; главный; основной;
18.	mucus ['mjʊ:kəs] – слизь;
19.	predisposition [ˌpri:dispə'zɪʃ(ə)n] – предрасположение;
20.	prominent ['prɒmɪnənt] – выдающийся;
21.	severe [sɪ'viə] – серьезный (о болезни), сильный (о боли);
22.	severity [sɪ'verəti] – зд. сила, интенсивность;
23.	significantly [sig'nɪfɪkəntli] – значительно;
24.	stroke [strəʊk] – инсульт;

25.	sweating ['swetɪŋ] – потливость;
26.	tightness ['taɪtnəs] – сдавленность;
27.	rank [ræŋk] – зѲ. занимать место;
28.	wheezing [(h)wi:zɪŋ] – сипение.

**Exercise 3.** Translate the following words without a dictionary and train their correct pronunciation.

Hypertension [ˌhaɪpə'ten(t)ʃ(ə)n], atherosclerosis [ˌæθərəʊskliə'rəʊsɪs], ischemia [ɪ'ski:mɪə], symptom ['sɪmptəm], tachycardia [ˌtæki'kɑ:diə], syncope ['sɪŋkəpɪ], cyanosis [ˌsaɪə'nəʊsɪs], radiation [ˌreɪdɪ'eɪʃ(ə)n], diet ['daɪət], cholesterol [kə'lest(ə)rɒl], glucose ['glu:kəʊs], electrocardiogram [ɪˌlektɹəu'kɑ:diəgræm].

**Exercise 4.** State the difference between the words:

to die – death	age – aging
a heart – cardiac	hard – hardness
to fail – failure	narrow – to narrow
a vessel – vascular	supply – to supply
to breathe – breath	significant – significantly

**Exercise 5.** Find the synonyms:

syncope, diet, pain, angina pectoris, symptom, severity, cardinal, chest, palpitation, different,

---

various, main, thorax, food, sign, fainting, intensity, tachycardia, ache, ischemia.

**Exercise 6.** Form the adverb by adding the suffix “ly” to the adjective. Translate the formed adverbs into Russian.

<b>Model:</b>	late – lately
---------------	---------------

Significant, second, first, structural, normal, simple, abnormal.

**Exercise 7.** Read the text and translate it.

## **DISEASES OF THE CARDIOVASCULAR SYSTEM**

Cardiovascular diseases are the diseases of the heart and major blood vessels.

Cardiovascular diseases include the problems of pathological processes in the *circulatory* system which cause structural and functional changes. The diseases of the heart and vessels *rank* the second as a cause of *death* among the population. During the past *decades* the number of cardiovascular diseases has grown *significantly*.

The most common cardiovascular diseases are: *hypertension, atherosclerosis, heart attack, ischemia (angina pectoris), stroke, heart failure*.

The cardinal symptoms of the cardiovascular diseases include *chest pain, shortness of breath, palpitations* (tachycardia), *sweating, fainting* (syncope) and *cyanosis*.

Chest pain can be different by location, *duration, severity*, and radiation.

The major risk factors for all cardiovascular diseases are: stress, aging, smoking, sedentary lifestyle\*, a diet high in cholesterol and glucose, hardness of water and family predisposition.

There are several tests and operations to identify the problem and help the patient recover. Electrocardiogram can be used to determine if a person has a heart disease. Medications can sometimes control the cardiovascular diseases. Some of them may be treated by surgery.

### **NOTE:**

\* sedentary lifestyle – малоподвижный образ жизни.

**Exercise 8.** Find the correspondings in the text below.

Циркуляторная система, сердечно-сосудистые болезни, прошедшие десятилетия, причина смерти, количество заболеваний, значительно выросло, симптомы сердечнососудистых заболеваний, самый распространенный, главные симптомы, порок сердца, факторы риска, старение, сидячий образ жизни, с большим содержанием глюкозы,

жесткость воды, семейная предрасположенность, структурные изменения.

**Exercise 9.** *Translate the following combinations of the words.*

The diseases of the heart and blood vessels, which cause, structural and functional changes, rank the second, among the population, chest pain, shortness of breath, can be different, major risk for diseases.

**Exercise 10.** *Read the following statements and say if they are TRUE or FALSE.*

Study the model:

Cardiovascular diseases are the diseases of the heart only. – That's false/False.

Cardiovascular diseases are the diseases of the heart and blood vessels.

Or:

Cardiovascular diseases are the diseases of the heart and blood vessels. – *That's true/True. Cardiovascular diseases are the diseases of the heart and blood vessels.*

1. The cardiovascular diseases mean the diseases of the circulatory system.
2. Cardiovascular pathologies cause structural and functional changes in the lungs.
3. The diseases of the heart and vessels rank the first as a cause of death among the population.
4. During the past decades the number of the cardiovascular diseases hasn't grown significantly.
5. The most common cardiovascular diseases are: hypertension, atherosclerosis, heart attack, ischemia (angina pectoris), stroke, heart failure.
6. The cardinal symptoms of the cardiovascular diseases include chest pain, shortness of breath, palpitations (tachycardia), sweating, fainting (syncope) and cyanosis.
7. Chest pain can't be different by location, radiation, duration and severity.

8. The major risk factors for all cardiovascular diseases are: stress, aging, smoking, sedentary lifestyle, a diet high in cholesterol and glucose, hardness of water and family predisposition.

**Exercise 11.** Answer the questions.

1. What are the cardiovascular diseases?
2. What changes do cardiovascular pathologies cause?
3. What are the most common cardiovascular diseases?
4. What are the main symptoms of the cardiovascular diseases?
5. What can the chest pain be different by?
6. What are the risk factors for all cardiovascular diseases?

**Exercise 12.** Read the following information and translate it.

**Atherosclerosis** develops when the substance called *plaque* accumulates on the walls of the arteries. This *narrows* the arteries and doesn't let the blood go through. The *clot* or plaque can stop the blood flow and that causes heart attack and stroke.

**Stroke**, the most common type, happens when the blood vessel is blocked or *raptures*. The blood supply stops and cells of the *brain* die. It can be in uncontrolled hypertension.

**Heart failure** doesn't mean that the heart stops beating. It simply means that the heart doesn't *pump* blood normally. The heart works abnormally and the body doesn't *get enough* oxygen and other supply.

to rupture ['ræptʃə] – разрываться;	plaque [pleɪɡ] – налет, бляшка;
to narrow ['næreɪ] – сужаться;	clot [klɒt] – сгусток;
brain [breɪn] – мозг;	enough [ɪ'nʌf] – достаточно.
to pump [pʌmp] – накачивать;	

**Exercise 13.** Speak on the cardiovascular diseases according to the outline.

1. Definition of the cardiovascular diseases.
2. Causes of the diseases (aetiology).

3. Course of the diseases (pathogenesis).
4. Treatment.
5. Prevention (prophylaxis).



The only time I **have trouble with anxiety** is when I try to spell it.

\*\*\*

- Doctor, when I go to bed I wake up every thirty minutes.
- Are you a **light sleeper**?
- No, I sleep in the dark.

\*\*\*

Patient: Doctor! Doctor! Everybody **keeps ignoring** me.

Doctor: Next please!

\*\*\*

A doctor told his patient that there was nothing really the matter with him. “All you require is more outdoor life, walk two or three miles regularly every day. What’s your business?” – “I’m the letter carrier, doctor.

\*\*\*

- If you tell a man anything, it goes in one ear and goes out the other.
- And if you tell a woman anything, it goes in both ears, then out in her mouth and about the town.

## ORAL TOPIC “PATHOLOGY. RESPIRATORY SYSTEM DISEASES.”

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*“Diet cures more than the lancet.”*

*Exercise 1. Read the following words and translate them.*

Respire, respiration, symptom, disorder, mucus, mucous, discomfort, asthma, severe, severity, inflame, alveolar, pollution, surgery, prevent, mild, cancer, edema, fibrosis, debris, bronchi, bronchioles, saliva.

*Exercise 2. Read and learn the following words:*

1.	affect [ə'fekt] – поражать;
2.	asthma ['æsθmə ], ['æsmə] – астма;
3.	bloody ['blʌdɪ] – кровянистый;
4.	bronchial ['brɒŋkiəl] – бронхиальный;
5.	bronchitis [brɒŋ'kaɪtɪs] – бронхит;
6.	congestion [kən'dʒestʃ(ə)n] – заложенность;
7.	cough [kɒf] – кашель;
8.	emphysema [ˌemfɪ'si:mə] – эмфизема;
9.	fever ['fi:və] – лихорадка, жар;
10.	life-threatening [laɪf 'θret(ə)nɪŋ] – угрожающий жизни;
11.	mucus ['mju:kəs] – слизь;
12.	prominent ['prɒmɪnənt] – выдающийся, заметный;
13.	tightness ['taɪtnəs] – сдавленность;
14.	wheezing [wi:zɪŋ] – сипение;
15.	inflammation [ˌɪnflə'meɪʃ(ə)n] – воспаление;
16.	quit [kwɪt] – бросать, прекращать;
17.	environment [ɪn'vaɪər(ə)nmənt] – окружающая обстановка/среда;
18.	pollution [pə'lu:ʃ(ə)n] – загрязнение;
19.	pneumonia [nju:'məʊniə] – воспаление лёгких, пневмония.



**Exercise 3.** Translate the word combinations from English into Russian.

Prominent symptoms; bloody mucus (cough); episodes of wheezing; chest discomfort; to affect the respiratory structures and organs; chest tightness; breathlessness; a life-threatening disease; cough with mucus; mucus-producing cough; chest congestion; the bronchial tree; to quit smoking; environmental pollution; bacterial or infectious inflammation; friendly environment for living, persistent cough.

**Exercise 4.** Skim the text and find the forms of Participles I, II (V-ing, V-ed/ V3) in the text and translate them.

### **TEXT 1**

## **RESPIRATORY SYSTEM DISEASES**

The diseases and disorders that *affect* human organs, participating in respiration are called Respiratory System Diseases. Diseases of the respiratory system may affect any of the structures and organs that are involved into the process of breathing. The most *prominent* symptoms of any respiratory disorder is *cough*, often with *mucus*, that can be even *bloody*. *Fever*, chest discomfort and pains are also very common.

### **ASTHMA**

*Asthma* is a chronic disorder of the lungs in which inflamed airways constrict, causing episodes of *wheezing*, chest *tightness*, coughing, and *breathlessness* that range in severity\* from mild to *life-threatening*. Asthma affects mostly children but it is becoming more and more common among adult population.

### **BRONCHITIS**

*Bronchitis* is inflammation of all or part of the *bronchial* tree (the bronchi), through which air passes into the lungs. The most obvious symptoms are a sensation of chest *congestion* and a mucus-producing cough.

## ***EMPHYSEMA***

*Emphysema* is a condition characterized by widespread destruction of the gas-exchanging tissues of the lungs, resulting in abnormally large air spaces. Lungs affected by emphysema show loss of alveolar walls and destruction of alveolar capillaries.

The most common risk factors for all respiratory disorders are: bacterial or infectious *inflammation*, smoking, environmental pollution. Treatment of the respiratory diseases depends on the case and usually involves proper medication, bed rest, but in the most severe cases surgery may be needed, such as bronchoectomy. To prevent the respiratory diseases one must avoid\* downward infections from the upper respiratory tract, *quit* smoking, and choose more friendly environment for living.

### **NOTES:**

\*that range in severity – которая колеблется по степени тяжести;

\*one must avoid – необходимо избегать.

***Exercise 5. Find in the text the correspondings to the following word combinations.***

Может поражать любые структуры и органы; вовлеченные, заметные симптомы; кашель со слизью; дискомфорт в груди; воспаленные воздухоносные пути; случаи сипения, сдавленности в груди, кашля и одышки; различается по интенсивности (силе) от небольшой до угрожающей жизни; частичное или полное воспаление бронхиального дерева; ощущение заложенности; разрушение альвеолярных капилляров.

***Exercise 6. Answer the following questions.***

1. What are the respiratory system diseases?
2. What structures and organs may the diseases of the respiratory system affect?
3. What is the most prominent symptom of the respiratory system diseases?
4. What are other symptoms of the respiratory diseases?
5. What is asthma?
6. What is bronchitis?

7. What is emphysema?
8. What are the risk factors for all respiratory diseases?
9. What are the most common methods of treatment of the respiratory diseases?
10. What are the ways of prevention of the respiratory diseases?

### ***Exercise 7.***

- 1) Look thorough text 2 (1-2 min.) and point out:
  - the title of the text (The title of the text is ...);
  - the object of the text (The object /aim of the text is to give information /to describe ...).
- 2) Skim the text (5-7 min.) and:
  - Divide it into logical parts and say what they are about (The ... part is about/ speaks about/ reads ...).
  - Point out the most important information in each part (It must be mentioned that .../ It is clear that .../ It occurs that .../It must be emphasized that ...).
- 3) Comment on the content of the text (In my opinion the text is informative/ interesting/ rich in content/ contains a lot of valuable information. The data (данные) can be used in ... .

*Read text 2 and fulfil the tasks which follow it.*

## ***TEXT 2***

### **DEFINITION: THE RESPIRATORY DISEASE**

Respiratory disease is a medical term that encompasses pathological conditions affecting the organs and tissues that make gas exchange possible in higher organisms, and includes conditions of the upper respiratory tract, trachea, bronchi, bronchioles, alveoli, pleura and pleural cavity, and the nerves and muscles of breathing. Respiratory diseases range from mild and self-limiting, such as the common cold, to life-threatening like bacterial pneumonia, pulmonary embolism, and lung cancer.

Smoking and air pollution are two common causes of respiratory problems.

**Disorders of the respiratory system can be classified into four general areas:**

- Obstructive conditions (e.g.\*, emphysema, bronchitis, asthma attacks).
- Restrictive conditions (e.g., fibrosis, sarcoidosis, alveolar damage, pleural effusion).
- Vascular diseases (e.g., pulmonary edema, pulmonary embolism, pulmonary hypertension).
- Infectious, environmental and other "diseases" (e.g., pneumonia, tuberculosis, asbestosis, particulate pollutants). Coughing is of major importance, as it is the body's main method to remove dust, mucus, saliva, and other debris from the lungs. Inability to cough can lead to infection. Deep breathing exercises may help keep finer structures of the lungs clear from particulate matter, etc.

The respiratory tract is constantly exposed to microbes due to the extensive surface area, which is why the respiratory system includes many mechanisms to defend itself and prevent pathogens from entering the body.

\* e.g. – that is.

**Common Respiratory Disorders:**

- Chronic Obstructive Pulmonary Disease (COPD) – Irritation of the lungs can lead to asthma, emphysema, and chronic bronchitis and people can develop two or three of these together.
- Chronic Bronchitis – Any irritant reaching the bronchi and bronchioles will stimulate an increased secretion of mucus. In chronic bronchitis the air passages become clogged with mucus, and this leads to a persistent cough.
- Emphysema – The delicate walls of the alveoli break down, reducing the gas exchange area of the lungs. The condition develops slowly and is seldom a direct cause of death.
- Asthma – Periodic constriction of the bronchi and bronchioles makes it more difficult to breathe.
- Pneumonia – An infection of the alveoli. It can be caused by many kinds of both bacteria and viruses. Tissue fluids accumulate in the

alveoli reducing the surface area exposed to air. If enough alveoli are affected, the patient may need supplemental oxygen.

Disorders of the respiratory system are usually treated internally by a pulmonologist or respiratory physician.

*Exercise 8. Make up a summary of the text.*

*Exercise 9. Describe two respiratory diseases according to the outline.*

definition –  $\frac{\text{causes}}{\text{(etiology)}}$  –  $\frac{\text{the course}}{\text{(pathogenesis, the symptoms)}}$  –  $\frac{\text{treatment}}{\text{(therapy)}}$  –  $\frac{\text{prevention}}{\text{(prophylaxis)}}$



- How can I **get rid of** (избавиться) my headache?
- Hit your head against a window and the pain will disappear.

\*\*\*

- I've invented a new pill. Half of the pill is aspirin and the other half is glue.
- But who is it for?
- People with **splitting headaches**.

\*\*\*

Doctor: Well, Mr. Smith, you seem to be coughing much more easily this morning.

Patient: That's because I've been practising all night.

\*\*\*

- Doctor, when I go to bed I wake up every thirty minutes.
- Are you a **light sleeper**?
- No, I sleep in the dark.

## ORAL TOPIC “PATHOLOGY. DIGESTIVE SYSTEM DISEASES.”

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*“An apple a day keeps the doctor away.”*

*Exercise 1. Read the following words and translate them.*

Digestive, lining, esophageal, acute, threat, blood, damage, attach, cholesterol, bloodstream, enzyme, lining, alter, lactose, matter, virus, bacteria, ibuprofen, naproxen, fiber, chronic, shortage, procedure, stomach, passage.

*Exercise 2. Learn the following words:*

1.	alter ['ɔ:lteɪ] – изменять; менять; видоизменять, вносить изменения;
2.	aware of [ə'weə] – знающий, понимающий;
3.	bloating ['bləʊtɪŋ] – вздутие, вспучивание;
4.	damage ['dæmɪdʒ] – повреждение; поражение; нарушение;
5.	duodenal ulcer [ˌdju:əu'di:n(ə)l 'ʌlsə] – язва двенадцатиперстной кишки;
6.	eliminate [ɪ'lɪmɪneɪt], [ə-] – устранять, исключать;
7.	gallstone [gɔ:lstəʊn] – желчный камень;
8.	intolerance [ɪn'tɒl(ə)r(ə)n(t)s] – непереносимость; аллергия;
9.	irritation [ˌɪrɪ'teɪʃ(ə)n] – раздражение; болезненная чувствительность, возбудимость;
10.	jaundice ['dʒɔ:ndɪs] – желтуха;
11.	nausea ['nɔ:siə], [-ziə] – тошнота;
12.	peptic ulcer ['peptɪk 'ʌlsə] – язва желудка и двенадцатиперстной кишки, пептическая язва;
13.	prevent from [prɪ'vent] – предотвращать, не допускать; препятствовать, мешать;
14.	link [lɪŋk] – связывать, соединять;
15.	ulcerative ['ʌlsərətɪv] – язвенный;
16.	vomiting ['vɒmɪtɪŋ] – рвота;
17.	sore [sɔ:] – 1) язва (на коже); рана 2) больной; болезненный,

	чувствительный; воспалённый;
18.	thyroid ['θaɪrɔɪd] – щитовидная железа;
19.	result in [rɪ'zʌlt] – кончатся, иметь результатом; ~ from – происходить в результате;
20.	condition [kən'dɪʃ(ə)n] – 1) состояние здоровья; 2) болезненное состояние.

**Exercise 3.** Read the following words and translate them:

cirrhosis [sɪ'rəʊsɪs]	colitis [kə'lɪtɪs]
gastritis [gæs'traɪtɪs]	pancreatitis [ˌpæŋkriə'taɪtɪs]
hepatitis [ˌhepə'taɪtɪs]	cholecystitis [ˌkəʊlɪsɪs'taɪtɪs]
dysentery ['dɪs(ə)nt(ə)rɪ]	appendicitis [əˌpendɪ'saɪtɪs]
lactose ['læktəʊs]	Helicobacter pylori
diverticulitis [ˌdɪvətɪkjʊ'lɪtɪs]	[ˌhelɪkəʊ'bæktərɪˌlɔːrɪ]

**Exercise 4.** Translate the following word combinations.

It is said, it is understood, it is known, it can be damaged, it is recommended, it must/ should be mentioned, it can be stressed, it was stressed.

**Exercise 5.** Look through the text and answer the questions.

- 1) What is meant by GI diseases?
- 2) What are they? (Point out GI diseases).

**Exercise 6.** Read and translate the text.

### **TEXT 1**

## **GASTROINTESTINAL DISEASES**

Digestive diseases, also called gastrointestinal diseases (GI), are the diseases that affect the organs, participating in digestion such as

esophagus, stomach, duodenum, liver, gall-bladder, intestines and so on.

- **Peptic ulcer.** Ulcer is sore in the mucosal lining of the esophagus (esophageal ulcer) or stomach (gastric ulcer).
- **Gastritis** is **inflammation** of gastric mucus membrane. It may be acute or chronic. Acute gastritis is inflammation of layers of mucus membrane. Chronic gastritis involves inflammation of even the deeper layers and infiltration with more lymphocytes.
- **Cholecystitis** means the **infection** of the gallbladder.
- **Cirrhosis** is a life-threatening disease that scars liver tissue and damages its cells. It severely affects liver function, preventing it from removing toxins like alcohol and drugs from the blood.
- **Hepatitis** is inflammation of the liver that can result in permanent liver damage.
- **Pancreatitis** is **irritation** of the pancreas that can alter its structure and its function.
- **Appendicitis** is inflammation of the appendix, the small, finger-like structure attached to the first part of the large intestine.
- **Duodenal ulcers.** Ulcers in duodenum associated with alcoholism, chronic lung and kidney disease, and thyroid disorders.
- **Dysentery** is inflammation of the intestine with severe diarrhea and *intestinal bleeding*, resulting from eating food or water containing parasites.
- **Lactose intolerance** is the inability to digest significant amounts of lactose, the major sugar found in milk, due to a shortage of lactase, the enzyme produced by the cells lining the small intestine. Lactase breaks down milk sugar into two simpler forms of sugar which are then absorbed into the bloodstream. If not present, lactose is not broken down.
- **Ulcerative colitis** is inflammation of the inner lining of the colon, characterized by open sores that appear in its mucous membrane.
- **Gallstones** are the hard, stone-like matter that are formed from cholesterol and other substances in the bile. They form when the bile stays in the gallbladder too long. They may cause severe pains when they get to the bile or intestinal passages.

*Skim the text and do the tasks below.*



## TEXT 2

### CAUSES

The causes of some digestive diseases are well-known. A lot of digestive diseases result from viruses, bacteria or parasitic infections. Most peptic ulcers and gastritis are also caused by a type of bacteria called *Helicobacter pylori*. **As for** (*что касается*) the non-infectious diseases, medical researchers have only recently started to understand their numerous causes. For example, stomach ulcers can also result from the use of anti-inflammatory medications for gastritis such as aspirin, ibuprofen, or naproxen. It is also known that chronic alcoholism and hepatitis C are the most **common causes** of cirrhosis of the liver. As for diverticulitis, strong evidence suggests that it results mainly from a low-fiber diet. Lactose intolerance is directly linked to a shortage of the enzyme lactase. The most common cause of digestive diseases is that people do not have healthy **eating habits**, and are also not aware of the many sources of food contamination. Overeating or eating foods that the body has trouble digesting can cause problems. Besides bacterial or parasite infections, it is now understood that the digestive system can also be damaged by **poor diets**, prescription drugs, and food additives, especially antibiotics.

### SYMPTOMS

Since there are many types of digestive diseases, their symptoms depend on the organ that is affected. The most dangerous signs are *blood in the stool, changes in **eating habits** and **weight loss***. The other symptoms include: *abdominal pains, bloating, nausea, vomiting, diarrhea, fever*, and problems in eliminating wastes.

### TREATMENT

The treatment of digestive diseases depends on the condition. Almost all treatment seeks the relief of symptoms and combine changes in eating habits with medications specific to the diseases. In serious cases, surgical procedures are used, which can involve the complete removal of the affected organ.

## ***PREVENTION***

A healthy diet can help to prevent digestive diseases altogether. It is also recommended to drink eight glasses of water a day to help eliminate toxins and maintain the pH balance of the stomach. Another important prevention is to be careful about food contamination, directly responsible for all the digestive infectious diseases.

***Exercise 7.*** Translate the underlined words and word combinations.

***Exercise 8.*** Point out the common symptoms of GI diseases.

***Exercise 9.*** Complete the table:

Disease	Symptoms	Causes	Treatment
Gastritis Peptic ulcer Colitis Jaundice Gallstones ...	pains in the stomach, ... ..	... ..	... ..

***Exercise 10.*** Describe GI diseases. Use words in brackets to make up the sentences. Use the word combinations given in exercises 3 and 4.

1. The definition of digestive system diseases (... are called gastrointestinal diseases (GI). They are ...)
2. The causes of GI diseases. (... are ...)
3. The symptoms of GI diseases. (... are ...)
4. The treatment of GI diseases. (... includes ...)
5. The prevention of GI diseases. (... to prevent GI diseases.)

***Exercise 11.*** Describe two GI diseases according to the outline.

definition –  $\frac{\text{causes}}{\text{(etiology)}}$  –  $\frac{\text{the course}}{\text{(parthenogenesis, the symptoms)}}$  –  $\frac{\text{treatment}}{\text{(therapy)}}$  –  $\frac{\text{prevention}}{\text{(prophylaxis)}}$



- What is the effect of seven days dieting?
- They make one weak.

\*\*\*

### **You Are Like Our Neighbour**

You're like our neighbor.  
He doesn't drink or smoke.  
He avoids women.  
He keeps to a strict diet.  
He goes to bed early.  
And he sometimes goes to the theatre or to the cinema.  
How old is he?  
He will celebrate his eighth birthday this year.

\*\*\*

A psychiatrist congratulates (поздравляет) his patient with a progress in treatment. The patient: "Do you really call it a progress? Six months ago I was a Napoleon and now I am nobody".

\*\*\*

D.: Are the tablets I gave you to improve your memory (для улучшения памяти) helping you?  
P.: What tablets?

\*\*\*

D.: I have to tell you that you are seriously ill. Is there anything you would like?  
P.: Yes, a second opinion (мнение).

\*\*\*

- Why did the nurse open the medicine cabinet quietly?
- Because she didn't want to wake up the **sleeping pills**.

## ORAL TOPIC “MEDICAL INSTITUTIONS IN BELARUS.”

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*“You never know what you can do till you try.”*

**Exercise 1.** Read the following words and translate them.

Fall, person, local, call, examine, bad, sick, listen, those, feel, hour, bed, whose, need, duty, nurse, attention, great, make, dose, matter.

**Exercise 2.** Study the active vocabulary:

1.	according to [ə'kɔ:dɪŋ] – согласно, в соответствии с;
2.	administer [əd'mɪnɪstə] – назначать, давать (лекарство);
3.	care [keə] – забота, попечение;
4.	complain [kəm'pleɪn] – жаловаться (на) (of);
5.	complaint [kəm'pleɪnt] – жалоба;
6.	consulting hours [kən'sʌltɪŋ aʊəz] – приёмные часы;
7.	consulting room [kən'sʌltɪŋ ru:m] – кабинет врача;
8.	definite ['def(ə)nət] – определённый, точный;
9.	in-patient department ['ɪn,peɪʃ(ə)nt dɪ'pɑ:tmənt] – стационарное отделение;
10.	out-patient department ['aʊt,peɪʃ(ə)nt dɪ'pɑ:tmənt] – амбулаторное отделение;
11.	institution [,ɪn(t)strɪ'tju:ʃ(ə)n] – учреждение;
12.	proper ['prɒpə] – правильный, надлежащий;
13.	reception [rɪ'sepʃ(ə)n] – приём; получение, принятие;
14.	reception ward [rɪ'sepʃ(ə)n wɔ:d] – приёмный покой;
15.	recovery [rɪ'kʌv(ə)rɪ] – выздоровление;
16.	remedy ['remədi] – средство, лекарство;
17.	ring up [rɪŋ ʌp] (rang up, rung up) – звонить, вызывать по телефону;
18.	round [raʊnd] – зд. обход (больных врачом);
19.	serious ['sɪəriəs] – серьёзный; вызывающий опасение (о болезни);
20.	sick [sɪk] – больной;

21.	surgeon ['sɜ:dʒ(ə)n] – хирург;
22.	be admitted to a hospital – поступить в больницу;
23.	be ill – быть больным;
24.	fall ill – заболеть;
25.	be on calls – ходить по вызовам;
26.	indicate ['ɪndɪkeɪt] – показывать, указывать;
27.	treat [tri:t] – лечить, обращаться (с кем-либо);
28.	ward [wɔ:d] – палата.

**Exercise 3.** Read and translate the words of Greek and Latin origin.

Doctor ['dɒktə], polyclinic [ˌpɒlɪk'lɪnɪk], physician [fɪ'zɪ(ə)n], therapist [ˌθerə'piu:tɪst], neurologist [njuə'rɒlədʒɪst], palpate [pæl'peɪt], percuss [pə'kʌs], diagnosis [ˌdaɪəg'nəʊsi:z], temperature ['temp(ə)rətʃə], dose [dəʊs], procedure [prə'si:dʒə], gastric ['gæstrɪk], laboratory [lə'bɒrət(ə)rɪ], urine ['juərɪn], injection [ɪn'dʒekʃ(ə)n], intramuscular [ˌɪntrə'mʌskjələ], intravenous [ˌɪntrə'vi:nəs], electrocardiogram [ɪˌlektreʊ'kɑ:diəgræm], regimen ['redʒɪmən], pressure ['preʃə], therapist [ˌθerə'piu:tɪst], surgeon ['sɜ:dʒ(ə)n], cardiologist [kɑ:(r)dɪə'lɒdʒɪst], gastroenterologist [ˌgæstrəʊntə'rɒlədʒɪst], ophthalmologist [ˌɒfθæl'mɒlədʒɪst], neurologist [njuə'rɒlədʒɪst], urologist [juə'rɒlədʒɪst], pulmonary [ˌpʌlmən(ə)rɪ], reproductive [ˌri:prə'dʌktɪv], circulatory [ˌsɜ:kju'leɪt(ə)rɪ], operation [ˌɒp(ə)'reɪʃ(ə)n].

**Exercise 4.** Write down the nouns in plural.

Analysis, remedy, hospital, call, ward, complaint, institution, therapist, neurologist, surgeon, diagnosis, person, instruction, round, procedure, nurse.

**Exercise 5.** Read and translate the following pairs of words.

Day – daily, serious – seriously, different – differently, proper – properly, usual – usually, narrow – narrowly, strict – strictly, special – specially.

**Exercise 6.** Fill in the gaps with the proper words:

to examine – examination;	... – administration	... – hospitalization
to complain – ...	... – percussion	to instruct – ...
to consult – ...	... – prescription	to analyze – ...
to diagnose – ...	... – treatment	... – indication
to direct – ...		

**Exercise 7.** Find the synonyms:

in-patient department, doctor, proper, patient, to get, medicine, examination, to be admitted to the hospital, out-patient department  
 the sick, physician, to be hospitalized, correct, checkup, polyclinic, to receive, remedy, hospital

**Exercise 8.** Transform the following word combinations as in the models.

<b>Model 1:</b>	the doctor's instructions – the instructions of the doctor.
-----------------	---

The patient's card, the patient's temperature, the patient's electrocardiogram, the doctor's duty, the doctor's administration, the patient's complaints, the nurse's duties.

<b>Model 2:</b>	to administer remedy – the administered remedy.
-----------------	---

To indicate the dose, to hospitalize a patient, to administer treatment, to prescribe medicines, to examine patients, to receive a sick-leave, to give injections, to take blood pressure.

**Exercise 9.** Make up word combinations and translate them into Russian.

to take	temperature { one's blood pressure	to give	injections
---------	--	---------	------------

	{ gastric juice for analysis electrocardiogram		prescribed remedies instructions
to administer	treatment procedures medicines	to make	a recovery a diagnosis daily rounds of wards
to carry out (on)	{ medical examination experiments	to get (receive)	direction to a hospital (specialist) treatment a sick-leave
to follow	bed regimen a diet	to be	on calls /(un)well/ ill admitted to a hospital on duty

*Pay attention to the following phrase “to have something done”. Compare the sentences: **I have my temperature measured. Мне измерили температуру. I measured the temperature. Я измерил(а) температуру.***

**Exercise 10.** *Translate the following word combinations from Russian into English.*

Проводить медицинский осмотр, измерять температуру, измерять кровяное давление, делать лабораторные анализы, делать обход палат, получать больничный лист, назначать лечение, делать инъекции, снимать электрокардиограмму, получать направление в больницу, вызывать врача на дом, ходить по вызовам, серьёзно заболеть, приёмные часы участкового врача, карточка пациента, жалобы пациентов, прописанные лекарства в указанных дозах, госпитализированный пациент, измеренное кровяное давление.

**Exercise 11. A.** *Read and memorize the following phrases.*  
**Asking about health.**

- I - What troubles you? //What’s wrong with you?
- How is your mother (father, sister, friend, etc) doing?
- What’s the up?

- II - I'm unwell//She (he) is unwell.
- He hasn't been too well just recently.
- Actually, she (he) has laid up (находиться на постельном режиме).
- III - I think he soon gets over it.
- Tell her (him) to take things easy.
- I hope she (he) soon feels better.
- IV - Thanks a lot.
- I will tell him what you've said.

*B. Make up short dialogues using the phrases.*

*Read and translate the text.*

## **MEDICAL INSTITUTIONS IN THE REPUBLIC OF BELARUS**

Medical service in the republic is free of charge and available\* to every citizen. The basic medical units in the Republic of Belarus are polyclinics and hospitals.

Policlinic is an out-patient department. If a person falls ill\* he will ring up his local polyclinic and make an arrangement with a doctor. Then he will go to the local polyclinic and a physician will examine him there. Many specialists including therapists, neurologists, surgeons and others work at the polyclinic. They receive patients in their consulting rooms.

During the consulting hours a physician usually asks the patient what he complains of and according to the complaints carries out the medical examination.

During the medical examination the doctor listens to patient's heart and lungs, feels his pulse and takes his blood pressure, palpates and percusses him. After the examination the doctor makes the diagnosis, fills in the patient's card and administers him a special treatment. **In addition to** (в дополнение) their consulting hours at the polyclinic local physicians are on calls to examine those patients who are seriously ill and whose condition is bad. Such patients receive a sick-leave. They usually follow a bed regimen.



If a patient is seriously ill and needs a special treatment he will get a direction to a hospital.

Hospital is an in-patient department. When a patient is admitted to a hospital first of all he meets a nurse on duty at the reception ward. Then a doctor on duty examines him and gives his instructions. Those patients who are to be hospitalized have already received the direction from the polyclinic.

At the in-patient departments of a hospital life begins early in the morning. The nurse on duty takes the patients' temperature, gives them intramuscular and intravenous injections, takes stomach juice for analysis and gives all the prescribed remedies in the doses indicated by the ward doctors. At about nine o'clock in the morning the doctors begin the daily rounds of the wards during which they examine all the patients. After the medical examination the doctors administer the patients different procedures: electrocardiograms are taken, laboratory analyses of blood, urine and gastric juice are made.

All doctors in Belarus always treat the patients with great attention and care. **There's no doubt** (вне сомнения) that such a hearty attitude to the patients helps much in their recovery.

### NOTES:

\* is available – доступно;

\* В придаточных предложениях условия с союзом “if” (если) и времени с союзами “when” (когда, тогда как); *as soon as* (как только); *after* (после того как) и др. вместо будущего времени (*Future*) используется настоящее (*Present*), но на русский язык сказуемое переводится будущим временем.

### **Exercise 12.** Read and translate the following word combinations.

To follow a bed regimen, to get a direction to a hospital, in-patient department, a nurse (doctor) on duty, to examine patients, to give instructions, to be hospitalized, the daily rounds of wards, a ward doctor, medical examination, to administer proper treatment, to fill in the patients' cards, to be on calls, to treat patients with great attention, hearty attitude, to give intramuscular and intravenous injections, the indicated dose, the prescribed remedy.

**Exercise 13.** Insert instead of gaps the following adverbs and adjectives.

1. Doctors make ... rounds of wards in the morning.
2. My friend was ... ill that's why he was admitted to the hospital.
3. Patients who are seriously ill follow a ... bed regimen.
4. To make a ... diagnosis, doctors must question their patients.
5. The doctors ... administer the patients ... procedures.

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Usually, correct, different, daily, thoroughly, seriously, strict.

**Exercise 14.** Answer the following questions.

1. What is a polyclinic?
2. Everyone goes to the polyclinic feeling sick, don't they?
3. What do physicians do during their consulting hours?
4. How do physicians carry out medical examination of their patients?
5. Are physicians on calls if the patient's condition is bad?
6. In what cases do patients receive a sick-leave?
7. What patients get direction to a hospital?
8. Who receives patients at the reception ward?
9. What are the duties of nurses?
10. When do doctors begin the daily rounds of wards?
11. What procedures do doctors administer?
12. In what way do doctors treat the patients?

**Exercise 15.** Say what your duties as a doctor will be after you graduate from the university.

Begin as follows: After I graduate from the university, I will work, **probably**, as a therapist at a polyclinic or as a ward doctor at a hospital. At a polyclinic I will ... , ... . **Besides**, I will ... . **Furthermore**, I will ... . At a hospital I will also ... .

**Exercise 16.** Match the words with their definitions.

- |                    |  |
|--------------------|--|
| 1. therapist       | a) doctor who performs medical operations; |
| 2. neurologist     | b) specialist in therapy;                  |
| 3. surgeon         | c) specialist in diseases of the digestive |
| 4. ophthalmologist | system;                                    |

5. urologist	d) expert in neurology;
6. pediatrician	e) specialist in diseases of the lungs and chest;
7. cardiologist	f) his specialty is children's diseases;
8. pulmonary specialist	g) he treats diseases of the eye;
9. gastroenterologist	h) his specialty is diseases of the urinary tract and the male reproductive organs;
	i) doctor who treats diseases of the heart and circulatory system.

**Exercise 17.** *Finish the sentences. The first sentence has been done for you.*

- a) A therapist is a doctor who specializes in therapy.
- b) A surgeon is a doctor who ...
- c) A cardiologist is ...
- d) A gastroenterologist is ...
- e) A pulmonary specialist is ...
- f) A pediatrician is ...
- g) An ophthalmologist is ...
- h) A neurologist is ...
- i) An urologist is ...

**Exercise 18.** *Read the text and enumerate specialized hospitals mentioned in it. Speak about types of hospitals available in your native town/city.*

## **SPECIALIZED MEDICAL SERVICE**

There are different types of hospitals where patients suffering from various diseases are treated. Such institutions are called specialized hospitals and clinics. Infectious diseases are treated at the infectious diseases hospitals, mental hospitals are for those who are ill with mental diseases. If a person suffers from cardiovascular diseases he is admitted to a cardiological hospital or clinic. Babies are born in maternity homes.

There are also diagnostic centers where people may have consultations given by cardiologists, neurologists, gastroenterologists, chest physicians\* and some other narrow specialists. After having their laboratory and instrumental analysis made, patients are given recommendations on their treatment strategy and regimen.

**NOTE:**

\* chest physician – пульмонолог.

***Exercise 19.** Read the following text and translate it with the help of a dictionary.*

### **OUT-PATIENT SERVICES**

Out-patient services in the Republic are based on the district and territorial principle. The basic medical institution is a polyclinic. 10-12 therapists usually work at a city polyclinic. It may be noted that 80 per cent of the patients start and finish their treatment at the polyclinic. The majority of polyclinics at present are open from 8 a. m. to 9 p. m. Doctors of basic specialties also receive patients on Saturdays. Even on Sundays there is a therapist on duty.

It should be stressed that the number of elderly people in the Republic has increased during the past two decades. To provide maximum convenience for them special geriatric rooms are now functioning at many polyclinics. The elderly patients are received by a **gerontologist**, a specialist in the field of ageing, prevention and treatment of diseases.

It should also be noted that paid out-patient clinics are not characteristic for our medical health care. There are paid dental, gynecological and cosmetic clinics in the regional centers and in the Republic' capital. Such practice proved to be right. Sometimes the patients want to be received by a narrowly specialized physician in a paid clinic. Giving consultations and treatment by most experienced doctors are basic functions of such clinics.

***Exercise 20.** Translate the sentences from Russian into English.*

1. Если человек заболел, он идёт в поликлинику или вызывает врача на дом.
2. В поликлинике работают многие врачи: терапевты, кардиологи, гастроэнтерологи, пульмонологи, урологи и др.
3. Участковый врач принимает пациентов в кабинете в свои приёмные часы.
4. Врачи проводят медицинский осмотр пациентов, ставят диагноз и назначают лечение.
5. Если пациенты серьёзно больны, врачи ходят по вызовам.
6. Больные получают больничный лист и должны соблюдать постельный режим.
7. Пациентам, которым необходима госпитализация, дают направление больницу.
8. Дежурный доктор осматривает больных в приёмном покое.
9. Медсёстры обычно измеряют пациентам температуру, делают внутримышечные или внутривенные инъекции и выдают прописанные лекарства.
10. По утрам врачи стационара делают обход палат.
11. Врачи назначают пациентам различные процедуры.
12. Внимательное и сердечное отношение врачей к своим пациентам помогают им выздороветь.

**Exercise 21.** *Speak about “Medical institutions in Belarus” using the outline.*

1. Polyclinics and specialists who work there.
2. Medical examination of patients made by physicians.
3. Types of hospitals.
4. Admission of patients to a hospital.
5. Duties of a nurse at an in-patient department.
6. Daily rounds of wards made by physicians.



A physician was very much annoyed, because some of his patients were in the habit of stopping him in the street to ask his advice. He

realized that they did that in order not to pay his fee, for the doctor never charged for the advice given in that way.

At last the doctor made up his mind to put an end to such disgrace. One day a patient stopped him again saying, “Oh, doctor, I’m so glad to see you. I have a pain in my side.”

“Shut your eyes, now show me your tongue.” Then the physician stole away, leaving the patient with his tongue out.

\*\*\*

### **At psychiatrist**

- Do you abuse alcohol?
- No.
- Do you smoke?
- No.
- Do you use drugs?
- No.
- Do you run after other women?
- No.
- Why are you here?
- You see doc, I have one little problem – I lie a lot.

\*\*\*

A man goes to the doctor and says, “Doctor, wherever I touch, it hurts”. The doctor asks, “What do you mean?” The man says, “When I touch my shoulder, it really hurts. If I touch my knee – Ouch! When I touch my forehead (лоб), it really, really hurts”. The doctor says, “I know what’s wrong with you – you’ve broken your finger”.

\*\*\*

A rich man with a bad temper sent for a physician. “Well, sir, what's the matter?” the doctor asked.

“That, sir,” said the patient crossly, “is for you to find out.”

“I see,” said the physician thoughtfully. “Well, if you excuse me for half an hour I'll go and get a friend of mine - a veterinary. He is the only man I know who can make a diagnosis without asking questions.”

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“I’ve got some good news and some bad news. But don’t worry I’ll give good news to your widow.

## ORAL TOPIC “MEDICAL SERVICE ABROAD.”

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*“Every man to his trade.”*

*Exercise 1. Read the following words and translate them.*

National, call, quality, number, service, general, medicine, patient, group, message, repeat, break, check, visit, home, choose, nurse, working, patient, physician, personal, check, consult, cough, blood,

*Exercise 2. Read and learn the following words and word combinations.*

1.	be available [ə'veɪləbl] – быть в наличии, быть доступным;
2.	chemist's shop – аптека;
3.	contribute [kən'trɪbjʊ:t ], ['kɒntrɪbjʊ:t] – делать вклад;
4.	depend [dɪ'pend] – зависеть от (on, upon);
5.	emergency [ɪ'mɜ:ʤ(ə)n(t)sɪ], [ɪ:-] <i>n.</i> – непредвиденный случай; крайняя необходимость;
6.	establish [ɪs'tæblɪʃ], [es-] – основывать; создавать;
7.	free [fri:] – бесплатный;
8.	general practitioner (GP) [præk'tɪʃ(ə)nəl] – врач общей практики;
9.	health care [helθ 'keə] – медицинское обслуживание;
10.	illness ['ɪlnəs] – нездоровье; болезнь, заболевание;
11.	insurance [ɪn'ʃʊə(ə)n(t)s] – 1) страхование; 2) страховой полис, страховка;
12.	insured [ɪnʃʊə(r)d] – застрахованный;
13.	National Health Service (NHS) ['sɜ:vɪs] – Государственная служба здравоохранения;
14.	perform [pə'fɔ:m] – исполнять, выполнять;
15.	primary medical care – первичная медицинская помощь;
16.	quality ['kwɒlətɪ] – качество;
17.	refer to – направлять пациента к врачу-специалисту;
18.	run (ran, run) – зд. руководить (предприятием и т.п.);
19.	scheme [ski:m] – схема, план, проект; программа;
20.	secondary care – вторичная (специализированная) помощь;

21.	sore [sɔ:] <i>n., adj.</i> – болячка, рана, язва; больной, болезненный, чувствительный, воспалённый;
22.	make an appointment with the doctor – записаться (самому) на прием к врачу;
23.	arrange the appointment with the doctor – записать (кого-то) на прием к врачу (назначить время приема);
24.	refer the patient to a specialist – направить пациента на консультацию к специалисту;
25.	be discharged from the hospital – выписаться из больницы.

**Exercise 3.** Read and learn the following words. Guess their meaning.

General ['dʒen(ə)r(ə)l], company ['kʌmpəni], dental ['dent(ə)l], department [di'pɑ:tment], diagnosis [ˌdaɪəg'nəʊsɪs], family ['fæm(ə)li], finance [faɪ'næns], hospital ['hɒspɪt(ə)l], personal ['pɜ:s(ə)n(ə)l], pharmaceutical [ˌfɑ:mə'sju:tɪk(ə)l], population [ˌpɒpjə'leɪʃ(ə)n], [-ju-], practice ['præktɪs], private ['praɪvɪt], professional [prə'feʃ(ə)n(ə)l], reform [rɪ'fɔ:m], serious ['sɪəriəs], specialist ['speʃ(ə)list], support [sə'pɔ:t], authority [ɔ:θɒrɪti], surgery ['sɜ:dʒ(ə)rɪ], message ['mesɪdʒ], vaccination [væksɪ'neɪʃ(ə)n], surgery ['sɜ:dʒ(ə)rɪ], optician [ɒp'tɪʃ(ə)n], temperature ['temprɪtʃə], pressure ['preʃə].

**Exercise 4.** Find synonyms:

care, disease, general, hospital, the elderly, private, everyone, prevention,

---

main, old people, service, own, everybody, illness, prophylaxis, in-patient department.

**Exercise 5.** Fill in the gaps with the proper words.

... – to hospitalize; treatment – ...; practice – to ...; prescription – to ...; admission – to ...; signature – to ...; ... – to check; visit – to ...; ... – to arrive, sight – to ... .

**Exercise 6.** Translate the word combinations:



general service, general practice, general practitioner, health service, National Health Service, medical service, primary medical care, secondary medical care, free, good quality, health care, prevention, preventive medicine, the course of treatment, private patients, private medical insurance schemes.

*Read the text and do the exercises that follow it.*

## **HEALTH SERVICE ABROAD**

### **GREAT BRITAIN**

In Great Britain there is an organization called the National Health Service (NHS). The NHS was established in 1948 and is run by the government. It provides free, good quality health care available to everyone. People may or may not use the service. Those who use NHS services must be registered with a *GP* (*general practitioner*). Some patients choose to pay for private care. The number of private medical insurance schemes is growing nowadays.

Primary care is provided by GPs (sometimes called *family doctors*<sup>1</sup>), nurses, dentists, pharmacists and opticians. Patients normally make an appointment to see the doctor. Home visits are made when patients are unable to leave their homes or too ill to go to the doctor. Such visits of GPs are free. The family doctor gives treatment and prescribes medicines. The GP also gives vaccinations and may perform minor surgery. If the doctor prescribes medicines, a written prescription must be taken to a chemist's shop. If the patient needs specialist care, the GP refers the patient to the specialist in secondary care or a hospital.

Three or four general practitioners may work in a group having the so-called "group practice". Most doctors working for NHS have private patients. Some physicians have only private practice. Private treatment isn't free of charge but often quicker and more personal.

### **USA**

Americans spend billions of dollars each year on health care. A ten-minute visit to the family doctor may cost \$25, and an organ transplant could cost \$100,000 or more.

Because medical costs can be so high, about 85 percent of the Americans have health insurance. When they receive medical care, the insurance company pays most or all of the cost.

Most adults either buy health insurance for themselves or receive health insurance as a benefit of employment<sup>2</sup>.

There is assistance for those people who are over 65, for the disabled and those with low incomes<sup>3</sup> who can't afford<sup>4</sup> to buy health insurance on their own. The government helps to pay for their medical service covering some medical costs for both inpatient and outpatient care, hospital care and some follow-up<sup>5</sup> care.

If the Americans need medical care, they get an appointment with the family doctor or go directly to the hospital.

**NOTES:**

1. family doctor – семейный врач;
2. benefit of employment – зд. бонус для рабочих и служащих;
3. low income – низкий доход;
4. can't afford – не могут себе позволить;
5. follow-up – последующее наблюдение за больным.

**Exercise 7.** Find in the text and translate sentences with:

- A. Modal verbs and their equivalents;
- B. Passive voice predicates.

**Exercise 8.** Make up word combinations and translate them into Russian:

primary, medical, private, minor, general, group, written, chemist's, urgent

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shop, doctors, surgery, practitioner, care, practice, prescription, problems, insurance

**Exercise 9.** Find in the text English equivalents for those words and word combinations.

Государственная служба здравоохранения, бесплатное медицинское обслуживание хорошего качества; доступна

каждому; врач общей практики; первичная медицинская помощь; пациенту требуется помощь специалиста; предпочитать частнопрактикующих врачей; люди, которые не могут позволить себе купить страховой полис; для людей с низкими доходами и для престарелых; записаться на прием к врачу.

**Exercise 10.** *Insert instead of gaps proper words given below.*

1. Most of the population of Great Britain depends on National ... .
2. The number of private ... schemes is growing nowadays.
3. The National Health Service was introduced in ... .
4. Patients normally ... an appointment to consult the doctor.
5. If necessary the doctor arranges ... for the patient.
6. Some people prefer ... doctor to NHS because they can provide patients quicker and more personal ... .
7. Most doctors taking part in the NHS have ... patients.
8. The insurance company pays most or all ... for both inpatient and outpatient medical ....

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Private, 1948, costs, medical insurance, care, Health Service, hospitalization, make, treatment.

**Exercise 11.** *Answer the questions.*

1. When was NHS established?
2. What kind of service does it provide?
3. What specialists give primary care?
4. What are the duties of a GP?
5. In what case does a GP refer the patient to the specialist in secondary care?
6. May a GP have private patients or not?
7. Why do 85% of Americans have health insurance?
8. What company pays most of all of the medical cost?
9. Do all adult Americans buy health insurance for themselves?
10. Is there any government financial assistance for those Americans who can't buy health insurance for themselves?

**Exercise 12.** *Translate from Russian into English.*

1. Граждане Великобритании имеют право на бесплатное (free) медицинское обслуживание.
2. Государственная служба Великобритании была установлена (to establish) в 1948 году.
3. Бесплатная служба в Великобритании доступна всем (to be available).
4. Врач, работающий в государственной службе, может также принимать частных пациентов.
5. Некоторые пациенты предпочитают (to prefer) частнопрактикующих врачей.
6. Около 85% американцев имеют медицинскую страховку.
7. Правительство помогает малоимущим и престарелым американцам, покрывая часть расходов на медицинское обслуживание (medical expenses).
8. За медицинской помощью американцы обращаются к семейному врачу или непосредственно в больницу.

**Exercise 13.** *Read the information about GP's day. Compare it with the working day of a local doctor at a polyclinic in Belarus.*

**A GP'S DAY**

Dr. Stuart works in a practice in a small town with three other family doctors. The surgery is in the centre of the town and is shared by three practices. This is a typical working morning.

- |                    |   |
|--------------------|---|
| 8.00 – 8.30 a.m.   | arrive at the surgery <sup>1</sup> ;<br>check e-mail printout;<br>check for urgent and non-urgent messages. |
| 8.30 – 10.50 a.m.  | morning surgery (ten-minute appointments).  |
| 10.50 – 10.55 a.m. | sign prescriptions and deal with repeat prescription requests <sup>2</sup> .                                |
| 11.00 – 11.20 a.m. | coffee break in the conference room with colleagues.  |
| 11.20 – 11.30 a.m. | check home visit requests and divide up visits with colleagues.   |
| 11.30 am – 1.00 pm | home visit.   |

## NOTES:

1. surgery – кабинет врача; время осмотра пациентов;
2. repeat prescription requests – заявки на повтор рецепта.

**Exercise 14.** Read the following information and say:

- what the text speaks about;
- what common diseases are;
- what diseases children may have;
- what diseases older people may suffer from.

## SPECIALIST SERVICE IN BRITAIN

The general practitioner is sometimes a doctor or a surgeon and quite often he is both doctor and\* surgeon. But if you are seriously ill, he will refer you to a specialist. You will go to the specialist or call him in (вызвать на дом). If operation is needed, the doctor will direct you to a hospital where all the necessary equipment is available (иметься в наличии).

If you have trouble with your teeth, you'll go to a *dentist*.

If your eyes need attention, you'll go to an *ophthalmologist* who will check your sight and write out a prescription. You will take it to an *optician* who will then make the necessary glasses for you.

Illnesses the people usually suffer from are: *cough*, *sore throat*, *a common cold*, *the flu*, etc. Childrens' diseases are *measles* ['mi:zlz] (корь), *mumps* [mʌmps] (свинка), *scarlet fever* [,ska:lət 'fi:və] (скарлатина) and *whooping-cough* ['hu:pɪŋ ,kɒf] (коклюш). The elderly may suffer from *high blood pressure*, *heart trouble*, *indigestion* [,ɪndɪ'dʒestʃ(ə)n] (несварение желудка), *rheumatism* ['ru:mətɪz(ə)m], etc.

**NOTE:** \*both ... and – как ... так и.

**Exercise 15.** Translate the following passage with the help of a dictionary.

When you arrive at the clinic, please tell the receptionist who will welcome you check your details, and direct you to the waiting area. The length of your visit will depend on the treatment you are going to

have. You may need to have some tests, such as an X-ray, which could mean going to another department. Or you may be referred to other professionals, such as physiotherapist or dietician. You may need to revisit the clinic. If staff at the clinic wants to see you again, another appointment will be arranged for you. If you need to be admitted to hospital for more treatment, either as an inpatient or for day surgery, you will be told when this is likely to happen. If you need further treatment you will be discharged to your GP's care.

**Exercise 16.** *Speak about "Health service abroad" using the outline.*

- a. Introduction of NHS in Great Britain.
- b. Family doctor service.
- c. A working day of a general practitioner.
- d. Private practice.
- e. Insurance schemes in the USA.
- f. The social programs for certain categories of population in the USA.



People with loud coughs never go to the doctor, they go to the cinema.

\*\*\*

"Oh, doctor," said a pompous rich man, certainly I have sent for you; still, I must confess that I have not the slightest faith in modern medical science."

"Well, that does not matter in the least. You see, an ass / a donkey has no faith in the veterinary, and yet the vet cures the animal all the same."

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Q: What's the difference between a general practitioner and a specialist?

A: One treats what you have, the other thinks you have what he treats.

## ORAL TOPIC "PHYSICAL EXAMINATION. HISTORY-TAKING."

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*"Practice makes perfect."*

*Exercise 1. Read the following words and translate them.*

Blood, bleed, sudden, bite, accident, bee, high, major, sport, physical, question, need, important, frequency, history, notice, attention, allergy.

*Exercise 2. Read and memorize the words of the active vocabulary.*

1.	benefit ['benɪft] <i>n.</i> – выгода; польза;
2.	cost [kɒst] <i>n.</i> – цена; стоимость;
3.	cut [kʌt] <i>n.</i> – разрез, порез; глубокая рана;
4.	diarrhea [,daɪə'riə] <i>n.</i> – понос, диарея;
5.	event [ɪ'vent] <i>n.</i> – событие; происшествие, случай;
6.	fatigue [fə'ti:g] <i>n.</i> – усталость, утомление;
7.	fever ['fi:və] <i>n.</i> – 1) жар, лихорадка; какое-л. заболевание, основным симптомом которого является очень высокая температура; 2) нервное возбуждение;
8.	headache ['hedɜ:k] <i>n.</i> – головная боль;
9.	injury ['ɪndʒ(ə)rɪ] <i>n.</i> – вред, повреждение;
10.	lead to [li:d] <i>v.</i> – приводить к чему-либо;
11.	mole [məʊl] <i>n.</i> – родинка, родимое пятно;
12.	pain [peɪn] <i>n.</i> – боль;
13.	preventive [prɪ'ventɪv] <i>adj.</i> – 1) предупредительный, предохранительный; превентивный; 2) профилактический;
14.	record ['rekɔ:d] <i>n.</i> – запись; регистрация (каких-либо фактов);
15.	stool [stu:l] <i>n.</i> – стул, действие кишечника;
16.	be disabled – потерять трудоспособность;
17.	urination [,juəri'neiʃ(ə)n] <i>n.</i> – мочеиспускание;
18.	urine ['juəri:n] <i>n.</i> – моча;
19.	vision ['vɪʒ(ə)n] <i>n.</i> – зрение;
20.	vomiting ['vɒmɪtɪŋ] <i>n.</i> – рвота;

21.	weight [weɪt] <i>n.</i> – 1) вес; масса; gain ~ толстеть, поправляться; lose ~ худеть;
22.	heal [hi:l] – вылечить, исцелять;
23.	injury ['ɪndʒ(ə)rɪ] – рана, ушиб.

*Read the text and do the exercises that follow it.*

## THE PHYSICAL EXAMINATION

An important part of preventive medicine is a regular physical examination. A physical exam may reveal medical problems.

Your doctor may also discover effects of a poor diet or other unhealthy habits that may lead to problems later. In general, if you have no major health problems, you should be examined every two years. If you are active in sports, you should be examined every year. The frequency may increase in later adulthood, depending on the individual's condition.

You can prepare for a physical examination. The first part of an examination is usually the preparation of a *medical history* (case history). A medical history is a record of the medical problems and events of you and your family. You will be asked many questions about your physical condition, and the problems and diseases of family members. In preparation, you should know about past illnesses, allergies, injuries, surgery, and immunizations. The history provides background information needed for the doctor to understand your health care needs.

When you visit your doctor, be as detailed as possible in describing<sup>1</sup> any symptoms you have. Tell your doctor all your symptoms, not just the ones<sup>2</sup> that you think are important. You can help by knowing your body well enough<sup>3</sup> to notice changes that may be symptoms of a problem. Some of the conditions that require a doctor's attention are listed in Figure 1.

If you think your illness or injury may be life-threatening, never hesitate to go to a medical emergency room.



**NOTES:**

1. be as detailed as possible in describing ... – описывайте настолько подробно, насколько возможно ...;
2. not just the ones – не только о тех (проблемах);
3. by knowing your body well enough – достаточно хорошим знанием своего организма.

**Figure 1.**

Sudden Symptoms	Long-term Symptoms
severe pain high fever continued vomiting or diarrhea difficulty breathing sudden vision (зрение) problems a serious accident (несчастный случай) broken bones animal bites (укусы) and swelling blood in the phlegm (мокрота) blood in the stools or urine	a mysterious rash (сыпь) unusual weight gain (увеличение) or loss frequent or painful cough long-lasting fatigue (усталость) long-lasting headaches continued depression slow-healing cuts (порезы) a mole (родинка) that bleeds

**Exercise 3. Translate the words stating the difference:**

blood – to bleed	a record – to record	a cut – to cut
urine – urination	an injury – to injure	gain – to gain
loss – to lose	ache – to ache	to break – broken
vomiting – to vomit	weight – to weigh	adulthood – childhood

**Exercise 4. Find synonyms:**

reveal, major, poor, to lead to, condition, to record, health problems  
 discover, to result in, main, state, bad, medical problems, to document

**Exercise 5. Transform the word combinations according to the model.**

<b>Model:</b>	family members – members of the family.
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Health problems, individual's condition, doctor's attention, vision problems, family members diseases, patient's medical problems.

**Exercise 6.** *Translate the following word combinations.*

Preventive medicine, a poor diet, to reveal medical problems, unhealthy habits, to lead to major health problems, frequency of physical examination, later adulthood, a medical history, background information, health care needs, to notice changes, life-threatening, medical emergency room, weight loss, weight gain, long-lasting headaches, slow-healing cuts, non-prescription remedy.

**Exercise 7.** *Give recommendation to your group mates concerning his (her) regular physical examination.*

1. You should have a medical examination every ... .
2. Prepare for you physical ... .
3. You should know about your past illnesses, allergies, ... , ... , and ... .
4. Describe any symptom you have as ... as ... .
5. Tell the doctor all your ... .
6. Go to a medical emergency room, if your illness or injury is ... .

**Exercise 8.** *Match each group of questions with the components of the medical history of the patient taken by the doctor.*

1. Chief complaints
2. Family history.
3. Social and personal history.
4. Drug history.

<b>A</b>	Are you taking any medication at the moment? Do you use any non-prescription remedies or herbal or	How many times a day? Do you always remember to take it? Do you get any side effects?
----------	---	--

	homeopathic medicines? Which tablet do you take?	Are you allergic to any drug?
<b>B</b>	Do you have any brothers and sisters? Do you have any children? Are all your close relatives alive? Are your parents alive and well? Is anyone taking regular medication?	How old was he/she when he/she died? Do you know the cause of death? What did he die of? Does anyone in your family have a serious illness?
<b>C</b>	What kind of house do you live in? Do you live alone? Who shares your home with you? How old are your children? What's your occupation (род занятий)? Do you have any problems at work? Do you have any financial problems? Do you have any hobbies or interests? What about exercise?	Do you smoke? How many a day? Have you tried giving up? What about alcohol? Wine, beer or spirits? Can you give up alcohol when you want? How much do you drink in a week?
<b>D</b>	Where does it hurt? Show me where it hurts. Can you describe the pain? How bad is it? What makes the pain worse (better)? Does the pains go anywhere else?	How long do they last? When do they start? When do they stop? How often do you get them? Have you any other problems related to the pain?

**Exercise 9.** Write the doctor's questions (for reference use **B** in exercise 8).

Doctor: (1) .....?

Patient: My father died ten years ago but my mother is alive. She's seventy now.

Doctor: (2) .....?

Patient: He was fifty-one.

Doctor: (3) .....?

Patient: He had a heart attack.

Doctor: (4) .....?

Patient: I've got a sister of forty-three and a brother who's thirty-nine.

Doctor: (5) .....?

Patient: No, my elder brother died in his forties. He was forty-two.

Doctor: (6) .....?

Patient: Like my father, a heart attack.

Doctor: (7) .....?

Patient: Not that I know of.

Doctor: (8) .....?

Patient: Yes, a boy and a girl. He's fourteen and she's twelve.

**Exercise 10.** Study the social history of Mr. White. Write the questions the doctor asked to obtain the information (for reference use C in exercise 8). Social history: Mr. White

*Home* – Lives in a detached house with a large garden.

*Family* – Four children: two girls ages 5 and 7, two boys aged 12 and 14.

*Occupation* – Manager at one of the departments of the pharmaceutical company. Stressful job involving dealing with frequent staff problems.

*Personal interests* – Doesn't go in for sports. Has little time for exercise or interests outside work.

*Habits* – Presently smoking 20 per day. Has tried to quit smoking without success. Average alcohol intake units per day at weekends. No problem with alcohol.

**Exercise 11.** Work in pairs making up short dialogues between the doctor and a patient concerning his/her complaints.

1. D: Well, Mr. Brown. | 2. D: How long have you had

<p><i>What can I do for you?</i>  <i>What's the problem?</i>  P: I've got a bad cough;  <i>terrible headache;</i>  <i>stomachache.</i></p>	<p><i>it? Two or three days.</i>  P: <i>Since Monday.</i>  <i>For almost two weeks.</i></p>
<p>3. D: <i>Where does it hurt?</i>  <i>Where is it sore?</i>  P: <i>Here, just under my ribs.</i>  <i>It's in my chest/ back/</i>  <i>leg....</i></p>	<p>4. D: <i>Can you describe the</i>  <i>pain?</i>  P: <i>What kind of pain is it?</i>  <i>It radiates to my left</i>  <i>arm. It's a dull (stabbing</i>  <i>(колющая), sharp) pain</i>  <i>It's like a knife.</i></p>
<p>5. D: <i>Does anything make it</i>  <i>better/worse?</i>  P: <i>If I take a deep breath.</i>  <i>When I cough, it hurts</i>  <i>most.</i>  <i>It gets worse if I eat.</i>  <i>Food makes it better.</i></p>	<p>6. D: <i>Are you taking any</i>  <i>medication at the</i>  <i>moment?</i>  P: <i>Do you take any tablets?</i>  <i>Just herbal medicines.</i>  <i>Yes, both herbal tincture</i>  <i>and tablets to suppress</i>  <i>cough.</i></p>

**Exercise 12.** Read and translate the text. Name: a) the main stages of physical examination; b) instruments which are used by the doctor while making the physical examination.

Use the following phrases:

Firstly (At first) ...; Secondly...; After that ...; And finally....

### **Blood Pressure**

A physical exam usually begins after you have given your medical history. The order of the exam varies from doctor to doctor, and different exams may include different tests.

Many physicians begin with a blood pressure reading. The doctor wraps a rubber cuff around your upper arm and listens to your pulse with a *stethoscope*.

### **Eyes, Ears, Nose, Throat**

Doctors usually check these organs as a group. To test your vision you may be asked to read an eye chart.

By holding your tongue down with a *tongue depressor*, your doctor can look into your throat. When you open your mouth and say “ahh”, your doctor is looking at your teeth, tongue, throat, and tonsils.

### **Heart and Pulse**

Your doctor gets information about your heart by observing you breath, feeling your heartbeat, and tapping your chest.

These simple tests tell the doctor about the rhythm and the rate of the heartbeat, and any problem in the structure of the heart or aorta. With a *stethoscope* the doctor can listen to the heart valves opening and closing, and also hear any disturbance (нарушение) in the heart beat.

A doctor or nurse checks your pulse while you are relaxed.

### **Lungs**

Your doctor taps on your chest and back and listens to your lungs with a *stethoscope* to check for any problems. Your doctor may check your lung capacity by asking you to breathe deeply. If these tests reveal any problems, your doctor may order a chest x-ray.

### **Abdomen, Rectum**

Your doctor can feel the position, size, and general condition of several abdominal organs when you are relaxed. The doctor checks for unusual lumps (вздутие) on the organs, and any tenderness (болезненность при давлении) or pain in this area.

### **Nervous System, Skeletal System, Muscles**

Your doctor may end the exam with a few basic tests of your nervous system and muscles. The most familiar of these is a test of the knee-jerk reflex using a *rubber hammer*. Your doctor also checks as you flex your arms and legs, bend at the waist, and perform other movements. If any problems have been revealed during the examination, your doctor may order laboratory tests of your blood or urine.

**Exercise 13.** Insert the proper words and word combinations to finish the sentences.

1. To check blood pressure the doctor uses ... ..
2. The doctor uses ... to test the vision.
3. To look into your throat, the doctor holds your tongue with ... ..
4. To get information about your heart the doctor observes ..., feels your ..., and taps your ... .
5. The doctor uses ... to check any problems with your lungs. He also ... .
6. To fill the position, size and general condition of several abdominal organs, the doctor uses ... .
7. To examine the nervous system and the muscles, the doctor uses ....

**Exercise 14.** Ask each other questions according to the model.

<b>Model:</b>	What instrument is used to make a blood count? A microscope is.
---------------	--

To take temperature – thermometer [θə'mɒmɪtə]

To check blood pressure – sphygmometer [sfɪg 'mɒmɪtə]

To listen to lungs – phonendoscope [fə(u)'nendo(u) skəʊp]

To observe the eye – ophthalmoscope [ɒf'θalməskəʊp]

To inspect the ear – otoscope ['əʊtəskəʊp]

To examine the larynx – laryngoscope [lə'rɪŋgəskəʊp]

To make an incision – a surgical knife ['sɜ:dʒɪk(ə)l naɪf]

To detect lesions of the bone – x-ray apparatus ['eksreɪ ,æp(ə)'rɛtəs]

**Exercise 15.** Study the following phrases & rules of the examination of the patient.

**A. When examining a patient, the doctor should:**

1. *Introduce himself, if necessary:*

Good morning, I'm Dr. Kelly.

2. *Brief the patient on what he/she should expect in a clear and simple way.*

I'm going to examine your ..., so I can find out what's causing this ...

What we do is ...

What happens is that ...

I'll ask you to ...

Are you ready?

OK?

3. *Instruct the patient in a clear but polite manner (see B below).*

4. *Show sensitivity to the patient's needs and respond to discomfort.*

You might feel a little bit of discomfort.

Tell me if it hurts.

It won't take long.

5. *Tell the patient through the procedure.*

I'm just going to ...

First I'll ...

Then I'll ...

Now I'm going to ...

That's it. All over.

6. *Share your findings with the patient.*

Well, I'm fairly certain you've got a ...

I haven't found anything to suggest any problems.

## **B. Giving instructions.**

*When examining a patient, polite forms are often used for the initial instruction:*

Could you bend forward as far as you can?

Can you just turn to the side again?

Could you just lie on the couch?

Stand with your feet together.

Lie perfectly still.

**Exercise 16.** *You are supposed to be a doctor who makes a physical examination of a patient. Make up a dialogue using the phrases from exercise 15.*





The saying “There’s more pleasure in giving than in receiving” applies chiefly to advice ... and medicine.

\*\*\*

Remember, when you are wishing your friend good health, you are wishing unemployment (безработица) for doctors.

\*\*\*

“I don’t find health related puns (каламбур) funny anymore since I started suffering from an irony deficiency”.

\*\*\*

### **A DOCTOR’S ADVICE**

A doctor was much annoyed by his patients’ habit to stop him in the street and ask his medical advice free of charge. At last he decided to put a stop to this practice.

One day a patient stopped him and exclaimed, “Oh, doctor, I’m so glad to see you; I’ve such a severe pain in my side”.

The doctor showed great concern and said: “Shut your eyes; now show me your tongue.” Then he went away, leaving his patient standing in the street with his tongue out.

\*\*\*

### **MEDICAL EXAMINATION**

A young guy comes to a doctor. After examination the doctor says:

– So we will have to cut one of your lungs.

The guy is astonished and exclaimed:

– But doc, my lungs have always been great, I have never had any problems with them.

– I see it myself. But your liver has no room (место, пространство) any more.

## ПРИЛОЖЕНИЕ (APPENDIX)

### АЛФАВИТ (ENGLISH ALPHABET)

	Буква	Транскрипция		Буква	Транскрипция
1.	<b>A a</b>	[eɪ]	14.	<b>N n</b>	[en]
2.	<b>B b</b>	[bi:]	15.	<b>O o</b>	[əu]
3.	<b>C c</b>	[si:]	16.	<b>P p</b>	[pi:]
4.	<b>D d</b>	[di:]	17.	<b>Q q</b>	[kju:]
5.	<b>E e</b>	[i:]	18.	<b>R r</b>	[ɑ:]
6.	<b>F f</b>	[ef]	19.	<b>S s</b>	[es]
7.	<b>G g</b>	[dʒi:]	20.	<b>T t</b>	[ti:]
8.	<b>H h</b>	[eɪtʃ]	21.	<b>U u</b>	[ju:]
9.	<b>I i</b>	[aɪ]	22.	<b>V v</b>	[vi:]
10.	<b>J j</b>	[dʒeɪ]	23.	<b>W w</b>	['dʌblju:]
11.	<b>K k</b>	[keɪ]	24.	<b>X x</b>	[eks]
12.	<b>L l</b>	[el]	25.	<b>Y y</b>	[waɪ]
13.	<b>M m</b>	[em]	26.	<b>Z z</b>	[zed]

	Звуки (Sounds)
Гласные:	а, е, і, о, у, y
Согласные:	б, с, d, f, g, h, k, l, m, n, p, r

### Фонетика (Phonetics)

#### Сравнительная транскрипция гласных и дифтонгов (Phonetic Comparative Transcription of vowels & diphthongs)

Vowel sound	Example	Russian words with similar sound	Vowel sound	Examples	Russian words with similar sound
[i:]	bead, see	мир	[u]	full, book	стул
[ɑ:]	bard,	арка	[ə]	doctor,	Эрмитаж

	<b>calm</b>			<b>above</b>	
[ɔ:]	<b>born, cork</b>	форма	[ei]	<b>bay, fate</b>	шейпинг
[u:]	<b>tool, mood</b>	группа	[aɪ]	<b>buy, my</b>	дай
[ɜ:]	<b>work, burn</b>	попкорн	[ɔɪ]	<b>boy, voice</b>	покрой
[ɪ]	<b>sit, pity</b>	пирог	[əu]	<b>no, ago</b>	боулинг
[e]	<b>set, less</b>	где	[au]	<b>now, plough, souvenir</b>	маузер
[æ]	<b>sat, apple</b>	это	[ɪə]	<b>tier, beer</b>	тиара, ВИА
[ʌ]	<b>fun, come</b>	март	[ee]	<b>tare, fair</b>	≈ эра, ≈ конвейер
[ɔ]	<b>won, fond</b>	нос, фон	[uə]	<b>tour</b>	инсинуация

### Фонетическая транскрипция согласных / Comparative Phonetic Transcription of consonants/

Consonants	Examples	Russian words with similar sounds	Consonants	Examples	Russian words with similar sounds
[b]	<b>bat, baby</b>	без, брод	[p]	<b>pen, poppy</b>	правило
[d]	<b>dream, disease</b>	дом, десять	[t]	<b>tent</b>	тень
[g]	<b>gland, begin</b>	гам, гипс	[k]	<b>cake, can, chord</b>	кот
[v]	<b>vein, river</b>	вензель, вера	[f]	<b>face, fond of</b>	фон
[z]	<b>busy, fuzz</b>	знак, зонт	[s]	<b>race, sit</b>	сам, снег
[ʒ]	<b>measure</b>	жилет, жар	[ʃ]	<b>shift, sugar</b>	шуба, финиш (мягче)

[dʒ]	cage	джаз, бридж	[tʃ]	chat, coach	чан, смерч
[m]	mouth, mean	сам, диа- грамма	[h]	he, overheat	хлеб, хор
[n]	nourish	кран	[r]	run, risk	рынок
[ŋ]	morning	тонна	[θ]	thick, mouth	как [С]- глухой межзуб- ный
[ð]	this/that	транЗис- тор [З]- межзуб- ный	[w]	wing	[ВИ]нт [УИ] - слитно
[l]	loop, lung	клан			

### ПРАВИЛА ЧТЕНИЯ (RULES OF READING)

	открытый слог		закрытый слог		перед "r"		глагол + "r" + глагол	
<b>a</b>	[eɪ]	male	[æ]	gap	[ɑ:]	bar	[eə]	bare
<b>e</b>	[i:]	bead	[e]	bed	[ɜ:]	serve	[ɪə]	severe
<b>i</b> <b>y</b>	[aɪ]	file type	[ɪ]	gym	[ɜ:]	first	[aɪə]	tired tyre
<b>o</b>	[əʊ]	zone	[ɔ]	dot	[ɔ:]	born	[ɔə]	spored
<b>u</b>	[ju:]	tube sputum	[ʌ]	tub	[ɜ:]	turn	[juə]	secure

## ГРАММАТИКА В ТАБЛИЦАХ (GRAMMAR IN TABLES)

### IRREGULAR VERBS

(Таблица неправильных глаголов)

	<b>Infinitive</b>	<b>Past tense</b>	<b>Past participle</b>	<b>Перевод</b>
1.	arise [ə'raɪz]	arose	arisen	возникать, появляться
2.	be [bi:]	was, were	been	быть
3.	become [bɪ'kʌm]	became	become	стать
4.	begin [bɪ'ɡɪn]	began	begun	начинать
5.	break [breɪk]	broke	broken	ломать
6.	bring [brɪŋ]	brought	brought	приносить
7.	build [bɪld]	built	built	строить
8.	buy [baɪ]	bought	bought	покупать
9.	catch [kæʃ]	caught	caught	ловить
10.	choose [tʃu:z]	chose	chosen	выбирать
11.	come [kʌm]	came	come	приходить
12.	do [du:]	did	done	делать
13.	drink [drɪŋk]	drank	drunk	пить
14.	eat [i:t]	ate	eaten	есть
15.	fall [fɔ:l]	fell	fallen	падать
16.	fight [faɪt]	fought	fought	бороться
17.	find [faɪnd]	found	found	находить
18.	fly [flaɪ]	flew	flown	летать
19.	forget [fə'get]	forgot	forgotten	забывать
20.	get [get]	got	got	получать
21.	give [ɡɪv]	gave	given	давать
22.	go [ɡəʊ]	went	gone	идти
23.	have [hæv]	had	had	иметь
24.	hear [hɪə]	heard	heard	слышать
25.	keep [ki:p]	kept	kept	держать
26.	know [nəʊ]	knew	known	знать
27.	lay [leɪ]	laid	laid	класть

	<b>Infinitive</b>	<b>Past tense</b>	<b>Past participle</b>	<b>Перевод</b>
28.	leave [li:v]	left	left	оставлять
29.	learn [lɜ:n]	learnt	learnt	учиться
30.	lose [lu:z]	lost	lost	терять
31.	make [meɪk]	made	made	делать
32.	meet [mi:t]	met	met	встречать
33.	put [pʊt]	put	put	положить
34.	read [ri:d]	read	read	читать
35.	ride [raɪd]	rode	ridden	ехать верхом
36.	run [rʌn]	ran	run	бежать
37.	say [seɪ]	said	said	говорить
38.	see [si:]	saw	seen	видеть
39.	send [send]	sent	sent	посылать
40.	show [ʃəʊ]	showed	shown	показывать
41.	sing [sɪŋ]	sang	sung	петь
42.	sit [sɪt]	sat	sat	сидеть
43.	sleep [sli:p]	slept	slept	спать
44.	speak [spi:k]	spoke	spoken	говорить
45.	stand [stænd]	stood	stood	стоять
46.	swim [swɪm]	swam	swum	плавать
47.	take [teɪk]	took	taken	брать
48.	teach [ti:tʃ]	taught	taught	учить
49.	tell [tel]	told	told	рассказывать
50.	think [θɪŋk]	thought	thought	думать
51.	understand [,ʌndə'stænd]	understood	understood	понимать
52.	wake [weɪk]	woke	woken	просыпаться
53.	wear [weə]	wore	worn	носить (одежду)

## МЕСТОИМЕНЕНИЯ (PRONOUNS)

### Личные местоимения (Personal pronouns)

Именительный падеж	Объектный падеж	Притяжательный падеж	
		примыкающая форма (+ сущ.)	самостоятельная форма
I he she it	me him her it	my his her its	mine his hers its
we you they	us you them	our your their	ours yours theirs

- \* Объектный падеж (Objective case) = Косвенные падежи русского языка
- \* Притяжательный падеж (Possessive case) = whose? чей?  
обозначает принадлежность

#### **Example:**

- This is my book. And whose is that one?
- Mine.

### Возвратные местоимения (Reflective Pronouns)

	Именительный падеж	Возвратная форма
единственное число	I you (ты) he she it	<b>myself</b> <b>yoursélf</b> <b>himsélf</b> <b>hersélf</b> <b>itsélf</b>

	Именительный падеж	Возвратная форма
множественное число	we you (вы) they	ourselves yourselves themselves



### Запомните:

- Help yourself! – Угощайтесь!
- Make / Feel yourself comfortable. – Располагайтесь!
- Enjoy yourself! – Наслаждайтесь!
- Do it yourself – Сделайте это самостоятельно.
- I did it myself – Я сделал это сам.
- He lives by himself / on his own/. – Он живёт один.

### “TO BE, TO HAVE” IN THE INDEFINITE (SIMPLE) TENSES

	Present	Past	Future
to be	<b>I am</b> he } she } <b>is</b> it }  we } you } <b>are</b> they }	<b>I</b> he } she } <b>was</b> it }  we } you } <b>were</b> they }	<b>I shall be</b> he } she } <b>will be</b> it }  we <b>shall be</b> you } <b>will be</b> they }
to have	<b>I have</b> he } she } <b>has</b> it }  we } you } <b>have</b> they }	<b>I</b> he } she } <b>had</b> it }  we } you } they }	<b>I shall have</b> he } she } <b>will have</b> it }  we <b>shall have</b> you } <b>will have</b> they }



## DEGREES OF COMPARISON OF ADJECTIVES AND ADVERBS

Положительная степень	Сравнительная степень	Превосходная степень
big short clever	bigger shorter cleverer	<b>the biggest</b> the shortest the cleverest
good (well) bad (badly) many, much little far	better worse more less further	the best the worst the most the least the furthest
attentive practical difficult	<b>more</b> attentive more practical more difficult	<b>the most</b> attentive the most practical the most difficult

## COMPARATIVE CONSTRUCTIONS

<i>Конструкция</i>	<i>Значение</i>	<i>Перевод</i>	<i>Пример</i>
As ... as  Twice as much/many as	Равная степень качества	Такой же ... как  В 2 больше раза	He is <b>as</b> <b>cheerful as</b> his brother. This classroom is twice as big as that one.
Not so (as)... as	Отрицание равенства степени качества	Не такой ... как	This classroom is <b>not so small</b> <b>as</b> that one.
More ... than  Less ... than	Сравнение степеней качества предметов	Более ... чем  Менее ... чем	This task is <b>more</b> <b>important</b> than that task.
The + сравнит. степень the + сравнит.	Зависимость одного от другого	Чем + сравнит. степень, тем + сравнит.	<b>The warmer</b> the weather, <b>the</b> <b>better</b> I feel.

степень the warmer ..., the better		степень Чем теплее ..., тем лучше	(Чем теплее погода, тем лучше я себя чувствую)
Much } + сравн.ст. far  much cheaper  far more serious	Значительное превышение качества одного предмета над другим	гораздо (намного) дешевле гораздо серьезнее	Let's go by car. It's <b>much</b> <b>cheaper</b> . Her illness was <b>far</b> <b>more</b> <b>serious</b> than we at first thought.
a bit } + сравн.ст. a little a little warmer	Незначитель- ное превышение	Немного (чуть-чуть) теплее	It's <b>a little</b> <b>warmer</b> today than it was yesterday.

## ВРЕМЕНА АНГЛИЙСКОГО ГЛАГОЛА (ENGLISH TENSES)

### ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ – ACTIVE VOICE

	<b>Indefinite</b>		<b>Continuous</b>	<b>Perfect</b>	<b>Perfect Continuous</b>
<b>Present</b>	$V/V_3$ take takes	(?) do does	am } are } is } $V\ ing$ + taking	have } has } $V_3$ + taken	have } has } + been + $V\ ing$ taking
<b>Past</b>	$V-ed$ took	(?) did	was } were } $V\ ing$ + taking	$V_3$ had + taken	$V\ ing$ had + been + taking
<b>Future</b>	shall } will }	$V_1$ + take	shall } will } + be + $V\ ing$ taking	shall } will } + have + $V_3$ taken	shall } will } + have + been + $V\ ing$ taking
<b>Future in the past</b>	should } would }	$V_1$ + take	should } would } + be + $V\ ing$ taking	should } would } + have + been + $V\ ing$ taking	should } would } + have + been + $V\ ing$ taking

### СТРАДАТЕЛЬНЫЙ ЗАЛОГ – PASSIVE VOICE

	Indefinite	Continuous	Perfect
<b>Present</b>	am } are } + taken (V <sub>3</sub> ) is }	am } are } + being + taken (V <sub>3</sub> ) is }	have } has } + been + taken (V <sub>3</sub> )
<b>Past</b>	was } were } + taken (V <sub>3</sub> )	was } were } + being + taken (V <sub>3</sub> )	was } were } + been + taken (V <sub>3</sub> )
<b>Future</b>	shall } will } + be + taken (V <sub>3</sub> )	* не употребляется	shall } will } + have + been + taken (V <sub>3</sub> )
<b>Future in the past</b>	should } would } + be + taken (V <sub>3</sub> )	* не употребляется	should } would } + have + been + taken (V <sub>3</sub> )

\* Вместо отсутствующих форм Continuous Voice употребляются соответствующие формы Indefinite Passive.

\* Perfect Continuous в Passive не употребляется, вместо него употребляются соответствующие формы Perfect Passive.

# МОДАЛЬНЫЕ ГЛАГОЛЫ И ИХ ЭКВИВАЛЕНТЫ (MODALS AND THEIR EQUIVALENTS)

Модальные глаголы		
<div style="display: flex; align-items: center; justify-content: center;"> <div style="display: flex; flex-direction: column; align-items: center;"> <b>CAN</b>  <b>MAY</b>  <b>MUST</b> </div> <div style="font-size: 3em; margin: 0 10px;">}</div> <div>             + <b>Infinitive (без to)</b> </div> </div>		
CAN (could – Past)	1. Мочь, уметь. 2. Возможно (с Perf. Inf. в утверд. предл.) 3. Неужели (в вопросит. предл.). Не может быть (в отрицат. предл.)	She can do it. She can have done it. Can she do (have done) it? She can't do (have done) it.
To be able (to)	1. Иметь возможность 2. Быть в состоянии	She will be able to do it.
MAY (might – Past)	(просьба в вопросит. предложении.) 1. Можно (разрешение) 2. Возможно	May I come in? You may take the book. She may do (have done) it.
To be allowed (to) To be permitted (to)	Иметь разрешение	He was allowed to go there.
MUST (had to – Past)	1. Должен 2. Должно быть 3. Необходимо, обязательно	She must do it. She must do (have done) it.
To have (to) To be (to)	<div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center;">             Должен в силу              плана           </div> <div style="font-size: 2em; margin: 0 10px;">/</div> <div style="text-align: center;">             обстоятельств           </div> </div>	She has to do it She is to do it.
Shall – должен (не хочу, но надо).		

Should – следует (совет).  
 Will – хотеть (во что бы это не стало).  
 Would – должен (хотелось бы, желание).  
 Need – нужно, надо.  
 Needn't/ don't need to – не нужно.  
 Ought (to) – следует, следовало бы, должен (моральный долг).  
 To be obliged (to) – обязан (профессиональный долг).

<b>Can «Мочь (физически)»</b>	<b>May «Можно (разрешение)»</b>	<b>Must «Должен»</b>
<ul style="list-style-type: none"> <li>▪ Мочь, уметь</li> <li>▪ Возможно, но</li> <li>▪ Could – мог; мог бы</li> <li>* can't – нельзя (правила)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Можно</li> <li>▪ Возможно</li> <li>* may not – нельзя (не разрешаю)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Должен</li> <li>▪ Обязательно</li> <li>▪ Необходимо</li> <li>* mustn't – нельзя, запрещено (угроза жизни, здоровья)</li> </ul>
<b>Эквиваленты</b>		
<ul style="list-style-type: none"> <li>▪ To be able to –</li> <li>1. Иметь возможность</li> <li>2. Быть в состоянии</li> <li>3. Can в Past and Future</li> </ul>	<ul style="list-style-type: none"> <li>▪ To be allowed to –</li> <li>1. May в Past and Future</li> </ul>	<ul style="list-style-type: none"> <li>▪ To be to –</li> <li>1. Должен по плану/ договору</li> <li>▪ To have to –</li> <li>1. Должен/ вынужден по обстоятельствам</li> <li>▪ Should –</li> <li>1. Следует (совет)</li> <li>▪ Ought to –</li> <li>1. Следует (моральный долг)</li> </ul>

## СЛОВООБРАЗОВАНИЕ (WORD-BUILDING)

	<b>Verb</b> <b>Глагол</b>	<b>Noun</b> <b>Существительное</b>	<b>Adjective</b> <b>Прилагательное</b>	<b>Adverb</b> <b>Наречие</b>
1.	<b>to achieve</b> достигать	<b>achievement</b> достижение	<b>(un)achievable</b> недостижимый <b>unachieved</b> недостигнутый	
2.	<b>to act</b> действовать	<b>action</b> действие <b>(in)activity</b> (без)деятельность	<b>(in)active</b> (без)деятельный, (не)энергичный	
3.	<b>to add</b> добавлять, прибавлять	<b>addition</b> добавление, прибавление	<b>additional</b> дополнительный	<b>additionally</b> дополнительно
4.	<b>to advise</b> советовать	<b>advice</b> совет	<b>(in)advisable</b> (не)рекомендуемый (не)разумный <b>(un)advised</b> поспешный, неразумный	<b>unadvisedly(adv)</b> безрассудно, необдуманно
5.	<b>to (dis)agree</b> (не)соглашаться	<b>(dis)agreement</b> (не)соглашение, (не)согласие	<b>(dis)agreeable</b> (не)приятный, (противный)милый	

	<b>Verb</b> <b>Глагол</b>	<b>Noun</b> <b>Существительное</b>	<b>Adjective</b> <b>Прилагательное</b>	<b>Adverb</b> <b>Наречие</b>
6.	<b>to apologize</b> извиняться	<b>apology</b> извинение	<b>apologetic</b> извиняющийся	<b>apologetically</b> извиняясь, оправдываясь
7.	<b>to describe</b> описывать	<b>description</b> описание	<b>descriptive</b> описательный	<b>descriptively</b> описательно
8.	<b>to express</b> выражать	<b>expression</b> выражение	<b>expressive</b> выразительный <b>inexpressible</b> невыразимый, неописуемый	<b>expressively</b> выразительно
9.	<b>to harm</b> вредить	<b>harm</b> вред, ущерб	<b>harmful</b> вредный <b>harmless</b> безвредный, безобидный <b>unharmed</b> нетронутый, невредимый	
10.	<b>to heat</b> нагревать	<b>heat</b> жара <b>heater</b> обогреватель	<b>hot</b> горячий, жаркий <b>(un)heated</b> (не)отапливаемый	<b>hotly</b> горячо, жарко

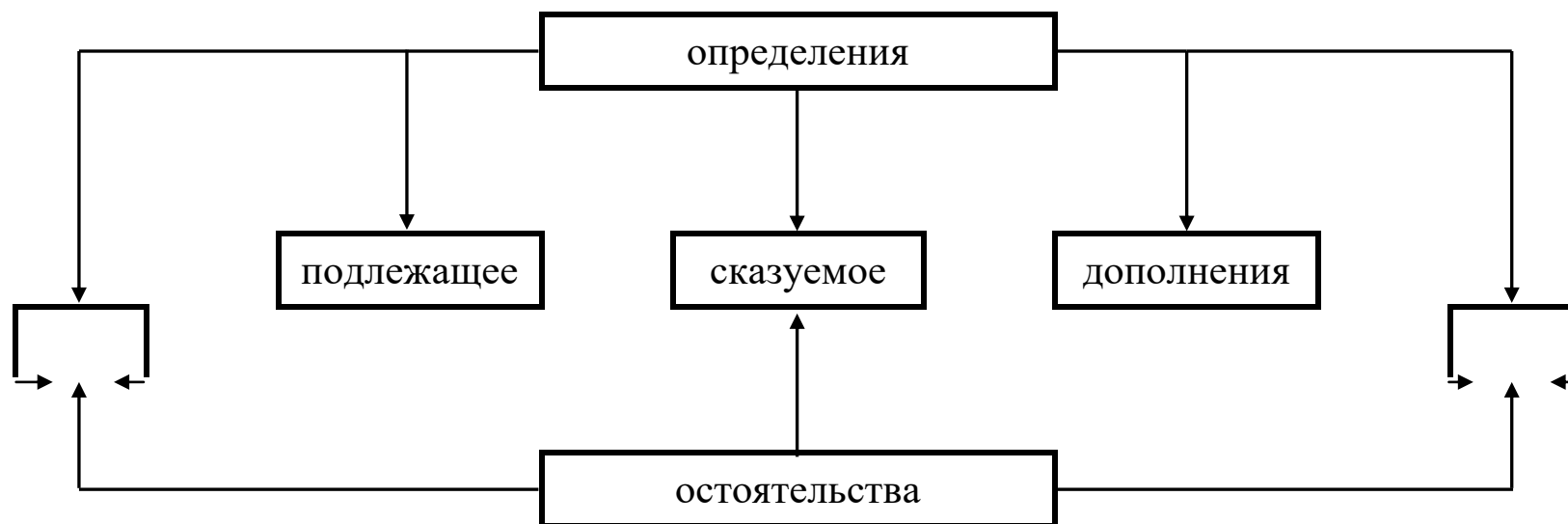


	<b>Verb</b> <b>Глагол</b>	<b>Noun</b> <b>Существительное</b>	<b>Adjective</b> <b>Прилагательное</b>	<b>Adverb</b> <b>Наречие</b>
11.	<b>to enjoy</b> получать удовольствие, любить	<b>joy</b> радость <b>enjoyment</b> удовольствие	<b>joyful</b> весёлый <b>enjoyable</b> приятный	<b>joyfully</b> весело
12.	<b>to light</b> освещать, зажигать <b>to lighten</b> 1. освещать 2. облегчать	<b>light</b> свет	<b>light</b> светлый	<b>lightly</b> слегка, едва
13.	<b>to practise</b> практиковать, упражняться	<b>practice</b> практика <b>practitioner</b> практикант	<b>(un)practical</b> (не)практичный	<b>practically</b> практически
14.	<b>to prefer</b> предпочитать	<b>preference</b> предпочтение	<b>preferable</b> предпочтительный <b>preferential</b> предпочитаемый	<b>preferably</b> предпочтительно
15.	<b>to produce</b> производить	<b>producer</b> производитель <b>product</b> продукт <b>production</b>	<b>(un)productive</b> (не)продуктивный	<b>(un)productively</b> (не)продуктивно

	<b>Verb</b> Глагол	<b>Noun</b> Существительное	<b>Adjective</b> Прилагательное	<b>Adverb</b> Наречие
		продукция <b>productivity</b> производительность		
16.	<b>to relax</b> расслабляться	<b>relaxation</b> расслабление	<b>relaxing</b> действующий расслабляющее	
17.	<b>to rely</b> полагаться, надеяться	<b>reliability</b> надёжность <b>reliance</b> уверенность	<b>(un)reliable</b> (не)надёжный <b>reliant</b> уверенный	<b>reliably</b> надёжно
18.	<b>to shorten</b> сокращать, укорачивать	<b>shortage</b> недостаток, нехватка	<b>short</b> короткий	<b>shortly</b> вскоре, вкратце
19.	<b>to sense</b> чувствовать	<b>sense</b> чувство <b>nonsense</b> чушь	<b>(in)sensitive</b> (не)чувствительный <b>sensible</b> разумный <b>senseless</b> бессмысленный	<b>sensibly</b> разумно <b>senselessly</b> бессмысленно
20.	<b>to specialize</b> специализировать	<b>specialist</b> специалист <b>specialty</b>	<b>special</b> особый, особенный	<b>specially</b> особенно, специально

	<b>Verb</b> <b>Глагол</b>	<b>Noun</b> <b>Существительное</b>	<b>Adjective</b> <b>Прилагательное</b>	<b>Adverb</b> <b>Наречие</b>
		специальность		
21.	<b>to succeed</b> 1. достигать цели, добиваться 2. преуспевать	<b>success</b> успех	<b>(un)successful</b> (не)успешный	<b>successfully</b> успешно
22.	<b>to (mis)use</b> использовать, употреблять (неправильно)	<b>(dis)use</b> (не)употребление <b>user</b> пользователь <b>usage</b> использование	<b>useful</b> полезный <b>useless</b> бесполезный <b>(un)usable</b> (не)используемый	<b>usefully</b> полезно <b>uselessly</b> бесполезно
23.	<b>to vary</b> менять(ся), изменять(ся)	<b>variety</b> разнообразие <b>variant</b> вариант <b>variation</b> изменение	<b>various</b> различный, разнообразный <b>variable</b> изменчивый	<b>variously</b> различно, по-разному
24.	<b>to widen</b> расширять	<b>width</b> ширина	<b>wide</b> широкий	<b>widely</b> широко

## СТРУКТУРА АНГЛИЙСКОГО ПРОСТОГО ПОВЕСТВОВАТЕЛЬНОГО РАСПРОСТРАНЕННОГО ПРЕДЛОЖЕНИЯ



## РАЗГОВОРНЫЕ КЛИШЕ (SPEECH PATTERNS)

### **GREETINGS AND INTRODUCTIONS**

#### **Greetings**

Hello, .../ Hi, ...

Good morning/ afternoon/ evening.

Good/ Nice to see you again.

I'm glad/ happy/ pleased to see you.

How are you? - Fine, thanks. And you?

How are things? - Not too bad, thanks.

How is your girlfriend? - She's fine.

#### **Introductions**

##### *Introducing oneself*

Can/ May I introduce myself? My name's Peter.

Let me introduce myself. My name's ... .

I'd like to introduce myself. I'm ... .

##### *Introducing someone else*

Have you met ... ?

I'd like you to meet ... .

I want you to meet ... .

#### **Making contact**

Excuse me, are you Mrs. ... ? - Yes, that's right.

Hello, you must be Mrs. ... .

You are Mr. ..., aren't you?

Have we met?

How do you do? - How do you do?

Nice to meet you. - Nice to meet you, too.

Please, call me ... . - Then you may call me ... .

#### **Saying Good-bye**

Good bye/ Bye/ I'll say good bye/ See you later/ See you soon.

I must go now.

I must be off.

It's getting (very/ rather) late.  
 I've enjoyed talking to you.  
 Thanks for everything.  
 Thank you for coming.  
 Have a good/ safe trip/ flight. - Thank you ... (same to you).  
 Have a good weekend. - Same to you.  
 It was nice meeting you. - I really enjoyed meeting you, too.  
 I hope to see you again. - I hope so, too.  
 See you on the 13th. - See you.

## Practice: Greetings and Introductions

### 1. *What is the difference between these phrases?*

- a. (i) How do you do?  
 (ii) How are you?
- b. (i) May I introduce myself?  
 (ii) Hi everybody. My name's Jim Sellers.
- c. (i) Goodbye. It's been very interesting talking to you.  
 (ii) See you. I really had a good time.
- d. (i) I've got to go now.  
 (ii) I'm afraid I must be going soon.

### 2. *Complete the following conversations with the most appropriate words or phrases.*

a. *M = Martin, J = Jacqueline*

M Excuse me, \_\_\_\_\_ Jacqueline Turner?

J Yes, that's \_\_\_\_\_.

M May I \_\_\_\_\_ myself? I'm Martin Young. How do you do?

J \_\_\_\_\_, Mr Young.

b. *C = Chris, F = Frank*

C Hello, Chris Evans. Mind if I join you?

F Oh, \_\_\_\_\_ not. Frank Richards.

C \_\_\_\_\_ to meet you, Frank. So how are you finding the conference so far?

F Actually, I've only arrived this morning.

C All right. I ...

**3. Think of the most suitable reaction to the following phrases.**

- a. How are you? ... ..
- b. How do you do? ... ..
- c. Pleased to meet you. ... ..
- d. It was nice meeting you. ... ..
- e. Have a good weekend. ... ..
- f. See you next month. ... ..
- g. You must be Ann Peterson. ... ..
- h. I hope to see you again. ... ..

**INVITATIONS/ OFFERS**

**Neutral**

Perhaps you would like to have dinner at my home.

We want to invite you to dinner.

There's a great new place with a fantastic view of the city.

**Informal**

What about going out for a meal?

Why not join us for a drink?

Fancy going for a drink/ a meal?

**Accepting**

That's very kind of you.

Thank you for inviting me.

I'll look forward to it.

Yes, please.

Thanks.

That's/ What a good idea.

**Setting the details**

What time should I come?

Where shall we meet?

Shall we meet at half past seven?

Say at half past seven.

## Declining

Thank you very much, but I'm afraid I can't come.  
That's very kind of you, but I won't be here tomorrow.  
unfortunately I'm busy on Tuesday.  
Thanks, but I won't be able to make it then.  
No, thank you/ thanks.  
I can manage.

## Practice: Invitations

1. *Rearrange the words to make sentences.*

- a. Why not/ round/ for/ come/ a drink?
- b. Shall/ meet/ we/ after/ dinner/ to discuss it/ later?
- c. What/ going out/ about/ a meal/ for?
- d. Why/ join/ for/ a drink/ us/ not?

2. *How would you*

- a. accept an invitation politely ... ..
- b. accept an invitation in a less formal way ... ..
- c. ask about the time and place of your meeting ... ..
- d. say sorry because you can't come ... ..

3. *Is there a difference between these expressions? In what situations would you use them?*

**a** (i) No, thanks.

(ii) That's very kind of you, but ... .

**b** (i) I was wondering if you would like to join us for a meal?

(ii) What about going out for a meal?

**c** (i) Shall we meet at half past seven?

(ii) Say at half past seven,

**d** (i) Yes, please.

(ii) Thank you. That'd be very nice.

**e** (i) I'm all right, thanks.

(ii) I can manage, thank you.



## AGREEING/ DISAGREEING

<i>Agreement</i>	<i>Disagreement</i>
<b>Formal</b>	
<ul style="list-style-type: none"> <li>- I absolutely /entirely/ do agree with you.</li> <li>- I'm (exactly) of the same opinion.</li> <li>- That's quite right.</li> <li>- I won't deny it.</li> </ul>	<ul style="list-style-type: none"> <li>- I disagree, I'm afraid.</li> <li>- I disagree with you on that point.</li> <li>- I differ from you.</li> <li>- I don't think so.</li> </ul>
<b>Neutral</b>	
<ul style="list-style-type: none"> <li>- Yes, it is /does /can /has.</li> <li>- That's true. /True enough.</li> <li>- Yes, I fully / partially/ agree.</li> <li>- I think so.</li> </ul>	<ul style="list-style-type: none"> <li>- No, he isn't /doesn't /can't /hasn't.</li> <li>- That's wrong.</li> <li>- I'm not sure, in fact.</li> <li>- Just on the contrary.</li> </ul>
<b>Informal</b>	
<ul style="list-style-type: none"> <li>- How true. / Too true.</li> <li>- Oh, exactly. / Very likely.</li> <li>- Of course./Sure. / Certainly.</li> <li>- OK. / Yes, indeed.</li> <li>- Right you are. That's it.</li> </ul>	<ul style="list-style-type: none"> <li>- Not really.</li> <li>- Impossible. / Unlikely.</li> <li>- Surely not. / Certainly not.</li> <li>- Nonsense!</li> <li>- Never!</li> </ul>

Saying you are partly agreed

*More formal*      - I wouldn't deny that, but ...

*Neutral*            - I partly agree (with you), but ...

- That's all very well, but ...

- O.K. but ...

*Informal*            - Yes, perhaps, but ...

- I see your point, but ...

- That's true up to a point.

### **Practice: Agreeing/Disagreeing**

*1. In what situations would you use these expressions? (Talking to your friend, group mate, a teacher, etc.)*

- a. - That's true.  
- I entirely agree.
- b. - I disagree.  
- You can't be serious!
- c. - I see things rather differently.  
- I don't agree.
- d. - Nonsense!  
- I'm not sure in fact.
- e. - Dead Right!  
- I agree, up to a point.

*2. Read the following illustrative examples of expressing agreement and disagreement.*

- 1. - John ought to apologize.  
- I quite agree. He behaved very badly.
- 2. - Most people spend too much surfing the Internet.  
- I can't agree more.
- 3. - Mary knows the language very well but she can't teach.  
- Yes, she can. She's quite a good teacher, as a matter of fact.
- 4. - Ann doesn't look well.  
- I entirely agree. I hope it's nothing serious.
- 5. - Young people nowadays have no manners.  
- I don't agree with you. It depends on their upbringing.
- 6. - Robert has given up the university, I hear.  
- Nothing of the kind.

### **STUDENTS' BEHAVIOUR (REACTIONS) IN DIFFERENT SITUATIONS.**

#### I. A student has a problem:

I'm afraid I can't speak any louder.

I seem to be losing my voice.

I have a sore throat/ a headache.

I'm sorry I'm late.

I've overslept.  
I'm afraid I've left my book at home.  
Could I leave ten minutes earlier?  
I'm sorry I couldn't attend the class yesterday: I had an appointment with the doctor.  
Sorry, I can't see well from where I am.

II. A student is confused or has a request:

I'm sorry I didn't write that down. Could you say it again?  
Could you explain it again, please?  
Which paragraph/ page are we on?  
What do we have to do next?  
Could you write this word up on the board, please?  
Could I have a copy, please?  
Sorry, I didn't quite hear what you said.  
Sorry, I can't hear. Could you turn it up?

III. A student asks for instructions:

Shall I read silently (to myself) or aloud?  
Shall we write (copy) that down?  
Shall I go to the chalkboard?  
Shall I rub (wipe) the sentence off?  
Shall I leave the sentence on the board?  
Shall we do the exercise in our workbooks?  
Is it my turn? (Am I next?)

IV. A student offers help or asks for permission:

Shall I turn the lights on (off)?  
We've run out of chalk. May I fetch some?  
Shall I draw the curtains? Shall I pull down (up) the blinds?  
May I go out?  
May I change my seat? The sun is in my eyes.

V. A student informs the teacher:

I think I'm ready.  
I think I've finished.  
I think it's my turn.  
I haven't had a turn, I'm afraid.

## **Practice: Reacting in different situations**

### 1. Think of what a student says when:

- 1) he (she) apologizes for missing a class;
- 2) he (she) needs a copy of something;
- 3) he (she) is late for his (her) class;
- 4) the teacher is speaking in a low voice;
- 5) he (she) apologizes for leaving the book at home;
- 6) there's no chalk at the board;
- 7) he (she) has a problem speaking louder;
- 8) he (she) wants to help the teacher;
- 9) he (she) wants to know if the teacher needs the information (charts) on the chalkboard.

### 2. Express the same in English:

1. Должны ли мы закончить это дома?
2. На каком мы сейчас вопросе?
3. Можно мне тоже копию?
4. Кажется, сейчас моя очередь.
5. Простите, я не расслышал, что вы сказали.
6. Я проспал.
7. Извините за опоздание.
8. Я плохо вижу отсюда.
9. Можно я перейду на другое место? Мне солнце светит в глаза.
10. Мне читать вслух?
11. Я плохо себя чувствую.
12. Не могли бы вы написать это слово на доске?
13. Сейчас моя очередь?
14. Можно выйти?

## ДИАЛОГИ (DIALOGUES)

### SMALL TALK ON UNIVERSITY LIFE

*Read and reproduce the following situational dialogues.*

\*\*\*

- Hallo, ...! How are you getting on?
- Hallo, ...! Fine, thanks. You can congratulate me. I've passed my entrance exams successfully and now I'm a student.
- Good for you! It's been a real turning point in your life, hasn't it?
- I suppose so.
- I guess, you've chosen the Medical University ...
- Exactly!
- And what faculty?
- Medical. I've done it on my parents' advice and I'm not a bit sorry about it.
- Why should you be sorry? The profession of a doctor is very popular now. Success attends you!
- Thank you. I'll do my best.

\*\*\*

- Hi, ...! Glad to see you!
- Hi, ...! I haven't seen you for ages. You were going to enter the University, weren't you? Has your dream come true?
- Yes, it has. Now I'm a first-year student.
- My congratulations! So in 6 years you'll have a profession. How lucky you are! By the way, what will your future speciality be?
- A physician or a surgeon.
- Is it difficult to study at your faculty?
- Rather! We have three, four or even more lectures and classes a day. I'd\* say we have very much work to do.
- \*I'd = I would (Я бы)

\*\*\*

- We've got a new anatomy lecturer this term.

- How do you like him?
- He makes an impression of a highly qualified lecturer. Besides, he is very strict. And I think it's good.
- As for me, I prefer not very strict teachers.

\*\*\*

- What room are we in for the next class?
- It must be room 205.
- Well, I don't know. It seems to me, last week we had it in room 300.
- Let's ask the monitor. He is sure to know things like that.

\*\*\*

- How are you doing?
- Fine, thank you.
- You are graduating this year, aren't you?
- Yes, in a month. I've already finished the required courses and passed my exams. I am only to defend my graduation paper.
- How many exams did you take?
- Three. It wasn't an easy task, I'd say.
- I suppose, everything turned out O.K.
- Yes, all the three marks were excellent.
- It's a kind of reward for your hard work, isn't it?

## MEDICAL INSTITUTIONS

\*\*\*

- Will you see a doctor about your stomach?
- I'd rather go to the chemist's and ask for a medicine there.

\*\*\*

- I've got a terrible headache.
- Oh, I am sorry.

\*\*\*

- Shall I buy some medicine for you?

– No, you needn't. Thank you. I am better now.

\*\*\*

– Can I ask you for advice?

– Of course, you can.

\*\*\*

– Can I have a talk with you?

– I am sorry, but you can't. I must rush now.

\*\*\*

– I've got a bad headache.

– You should take a tablet.

\*\*\*

– I think you'd better take things easy.

– All right.

\*\*\*

– I am afraid I've taken too much of your time.

– That's all right.

\*\*\*

– Sorry, I've kept you waiting.

– That's O.K.

A.: I have a sore throat.

B.: How bad is it?

A.: Pretty bad. It's a burning feeling.

B.: How long have you felt this way?

A.: For a few days. I've been sick since Monday morning.

\*\*\*

A.: I've got a stomachache.

B.: Is it a sharp pain or a dull ache?

A.: It's more like a dull ache.

B.: When did you first notice this pain?

A.: It didn't bother me until Sunday afternoon.

## VISITING A DOCTOR

*Read the dialogue and name the words and word-combinations denoting:*

- patient's complaints;
- patient's disease;
- examination of the patient;
- diagnosis.

A.: What seems to be the problem?

B.: I feel lousy. I've got a fever, and I break out in a cold sweat three or four times a day. I can't keep down my food<sup>1</sup> either.

A.: I see. Have you passed out<sup>2</sup>?

B.: No. Sometimes I feel like I am going to faint<sup>2</sup>, but I don't.

A.: Take a deep breath and hold it. I see from your chart that your blood pressure is 170 over 90. That's a bit high.

B.: I take good care of <sup>3</sup> myself. I keep to the diet, and I exercise regularly.

A.: How long has this illness been going on?

B.: Two or three days.

A.: Any trouble moving your bowels?<sup>4</sup>

B.: No. In fact, I have loose stool<sup>5</sup>.

A.: Well, diarrhea and fever, as well as a sore throat lead me to conclude that you have a bad case of the flu. It will take another three or four days to run its course. Fill this prescription<sup>6</sup>; it will control the diarrhea and help' you to feel better. You should be in the pink<sup>7</sup> in three or four days.

### NOTES:

1. I can't keep down my food – Меня всё время рвёт.
2. to pass out = to faint – терять сознание.
3. to take care of – заботиться.
4. to move bowels – заставлять работать кишечник.
5. loose stool – частый жидкий стул.
6. to fill the prescription – изготавливать лекарство по рецепту.
7. to be in the pink – быть в прекрасном состоянии (о здоровье).



*Complete the following dialogues.*

**1.**

A.: What's the matter with you, Mr. Walker?

B.: \_\_\_\_\_

A.: Have you vomited?

B.: \_\_\_\_\_

A.: You seem to be generally run-down. You'd better stay in bed for some days. Keep to a diet of vegetables and fruit. Get this prescription filled and take a tablet three times a day.

B.: \_\_\_\_\_

**2.**

A.: \_\_\_\_\_

B.: I'd like to make an appointment with the doctor.

A.: \_\_\_\_\_

B.: My name is John Robinson.

A.: \_\_\_\_\_

B.: Well, I work during the day. Does the doctor have some openings in the evening?

A.: \_\_\_\_\_

B.: Two weeks? I can't wait that long.

A.: \_\_\_\_\_

B.: Thank you. That sounds fine.

**3.**

A.: \_\_\_\_\_

B.: I fell off my bike. I can't move my leg very well.

A.: \_\_\_\_\_

B.: Yes, it really hurts.

A.: \_\_\_\_\_

B.: No. The pain is very sharp.

A.: \_\_\_\_\_

*Read the dialogues below and say which patient has which problem.*

<b>headaches</b>	<b>bronchitis</b>	<b>tonsillitis</b>	<b>appendicitis</b>
------------------	-------------------	--------------------	---------------------

**1.**

D.: How often do you get them?

P.: Oh, three or four times a week.

D.: Three or four times a week. I see. Are they very bad?

P.: Oh, yes. They stop me driving. Sometimes I can hardly see, you know.

D.: Yes. Do you often get cold?

**2.**

P.: It's a really bad cough. It's really bad.

D.: Does it hurt when you talk?

P.: If I talk a lot, yes.

D.: I see. Well, I'll just have a look at your chest. Do you drink?

**3.**

P.: It's a really bad pain, doctor. Right here.

D.: Which side?

P.: Right side.

D.: How long has this been going on? When did it start?

P.: This morning, doctor. I thought perhaps it was indigestion, but it's too bad for that.

D.: I see. Now just lie down here. That's right. Now where exactly does it hurt? Is it here?

P.: Ooh! Yes!

**4.**

D.: Good morning, Mr. Palmer. What's the problem?

P.: Well, I've got a sore throat, actually.

D.: I see. How long have you had it?

P.: Oh, about two days. It's really very painful. It's difficult to swallow.

## AT THE CHEMIST'S (В АПТЕКЕ)

### 1.

Petrov: I have a prescription for some medicine. Can I have it right away?<sup>1</sup>

Chemist: Sorry, it must be made up. It has been in great demand lately.<sup>2</sup>

Petrov: Then I'll leave the prescription. Will it be ready in a couple of hours?

Chemist: I'm afraid it will not be ready before this evening.

Petrov: Well, then I'll come in the evening.

### NOTES:

1. to have the medicine right away – получить лекарство тотчас же;

2. to be in great demand – пользоваться большим спросом.

### 2.

Woman: Be so kind as to advise something for a headache.

Chemist: These pills are very effective. They will stop your headache at once.

Woman: Have you any antibiotics?

Chemist: We have a lot of them at present. Here are some new antibiotics: albumycin, monomycin and mycerin.

Woman: I have a prescription for albumycin.

Chemist: Here you are.\*

\* here you are – пожалуйста.

### 3.

*A middle-aged man enters the pharmacy, he comes up to the chemist and greets her.*

Man: Good afternoon.

Chemist: Good afternoon. You are looking rather seedy<sup>1</sup> today. What is the matter with you?

Man: I am feeling rather out of sorts<sup>2</sup>. I have a headache and a sore throat. I am afraid I've got a temperature.

Chemist: Why aren't you in bed?

Man: I have just finished my work. I am going home.

Chemist: I'll give you some powders for stopping your headache and furacillin to gargle your throat with. Go home and

get into bed immediately. Call in the doctor, if you are not well tomorrow.

Man: I hope for the better. Good-bye.

Chemist: Good-bye. Be sure and follow my advice<sup>3</sup>. Better stay in bed.

### NOTES:

1. to look seedy – плохо выглядеть;
2. I am feeling rather out of sorts – мне не по себе;
3. to follow advice – следовать совету.

## НЕКОТОРЫЕ ИНТЕРЕСНЫЕ ФАКТЫ И ЦИФРЫ (SOME INTERESTING FACTS AND FIGURES)

### Bones

#### Numbers of bones

One person in every 20 has 13 pairs of rib bones. Most people have 12.

#### Kinds of bones

The skull has 29 bones, the backbone 26, the ribs 24, each arm 32, and each leg 30.

#### Health history

During the middle ages in Europe, doctors were not allowed to dissect human bodies. To study anatomy, some doctors stole skeletons from gallows (виселицы) and robbed graves (могилы).

Leonardo da Vinci, the Italian painter, was also a scientist. During the fifteenth century, da Vinci drew the first detailed anatomical illustrations.

### Muscles

#### Biggest and smallest muscles

The largest muscles in your body are the two *gluteus maximus muscles* that cover your buttocks (ягодицы). The smallest are the eye muscles.

#### Muscle numbers

You use 17 muscles to smile and 43 to frown. Muscle fibers are thinner than human hair, and can support up to 1000 times their own weight. There are 6 trillion of them in the body.

You fingers have no muscles at all – only tendons from muscles in the hand and the forearm.

Muscles contract with greater force when they have already contracted a few times. That's why warming up helps muscles work better.

Exercise keeps muscle mass firm. Dieting alone usually means losing muscle or lean mass as well as fat.

## **Respiration**

### Just the opposite

Plants breathe in the opposite way to humans. They take in carbon dioxide to produce energy. They send out oxygen.

### The role of carbon dioxide

The involuntary rate of breath is controlled by the concentration of carbon dioxide in the blood. Heavy exercise produces very high concentrations of carbon dioxide, which trigger rapid breathing.

### Cool it!

At one time, people thought that the purpose of breathing was to cool the blood.

## **Skin**

### Skin

Skin is an organ. In fact, it is your body's largest organ.

Your skin weighs almost twice as much as your brain. One square inch of skin on your hand contains 72 feet\* of nerve fiber.

\*1 foot (feet) = 30.48 centimetres

## **Cardio-vascular system**

### Your blood vessels

Your body has about 100,000 miles of blood vessels.

### Heart

An adult heart at rest pumps almost 1,5 gallons\* of blood every minute or 2100 gallons each day. A 74-year-old's heart has pumped more than 56 million gallons of blood.

Five percent of the blood that leaves the left ventricle goes through the coronary arteries to feed the heart muscle. Except for the brain, no other organ requires as much blood.

#### A heartbeat away

A strong heart does not have to do as much work as a weaker one.

Through regular aerobic exercise, you can lower your heart rate by 10 to 15 beats per minute. That saves your heart 15.000 to 20.000 beats each day. In a year, that amounts to over 7 million beats!

#### How wide spread is high blood pressure?

About one adult in six has it and half of them probably don't know it.

\*1 gallon = 0.833 litres (U.S.) = 3.785 litres (British)

### **Digestive system**

#### Saliva

Saliva is at work even when you are not eating. It keeps the mouth moist and easy to move, which helps with speaking.

#### How long it takes?

The digestive system takes about 24 hours to digest a meal. Food is in the stomach from 1 to 8 hours. The small intestine works on it for about 4 hours. Then it spends 10 to 15 hours in the large intestine.

If you were to unfold the lining of a small intestine as well as the villi (реснички), these organs would completely fill the area of a volleyball court.

#### Cookies and cola

To burn off the calories of just one chocolate chip cookie, you would need to work for ten minutes or jog for three. To burn off one 12-ounce\* cola, you would need to work for 29 minutes or run for eight.

The largest single source of sugar in the American diet is soft drinks (безалкогольные напитки). There are ten teaspoons of sugar in a twelve-ounce soft drink. In fact, most people get ten times as much sugar from soft drinks as from candy.

\*1ounce = 28.35 grams

## АННОТАЦИЯ (SUMMARY)

Аннотирование – вторичная обработка письменной информации.

Аннотация (Summary) – краткая справка о статье, тексте, книге и т. п. с точки зрения анализа её содержания. Материал источника излагается в аннотации в сжатой форме.

### Общие требования к написанию аннотации

1. Лаконичность языка, т.е. использование простых предложений (глаголы употребляются всегда в настоящем времени в действительном или страдательном залоге, могут употребляться модальные глаголы, эквивалентные значению «необходимо», «следует», «можно» и т.п.)
2. Строгая логическая структура текста аннотации.
3. Обязательное введение в текст английских безличных конструкций, с помощью которых происходит введение и описание текста оригинала.
4. В аннотации нельзя использовать фрагменты статьи оригинала, ключевой навык при написании текста аннотации – это трансформация исходного текста, его упрощение до основного смысла.

### **Основные штампы (key-patterns) аннотаций на английском и русском языках:**

#### **I. The title of the text (article, report), the author of the text, where and when the text was published:**

1. The title of the text (article) is ... .
2. The author of the text (article) is ... .
3. The text is published in ... .

#### **II. The main idea of the text (article, report):**

#### **Название (заглавие) текста (статьи, доклада), автор текста, где и когда текст опубликован:**

Название (заглавие) текста (статьи) ... .  
Автором текста (статьи) является ... .  
Текст опубликован в ... .

#### **Основная идея (мысль) текста (статьи, доклада):**

4. The text consists of (has) ... parts (paragraphs).
5. The text deals with ... .
6. The text presents some data on/ material, information on ...

**III. Main content. Some facts, names, figures, other data. Analysis by logical parts:**

7. The first part is about (deals with) ... .
8. It is emphasized/ noted/ mentioned that ...
9. The second part reads about ...
10. It is spoken in detail ...
11. It is interesting that ...
12. It is reported that ...
13. The third part is concerned with ... .
14. It gives a detailed analysis of ...
15. The author (of the text) states/ stresses/ notes/ points out that ... .
16. It should be stressed/ mentioned that ... are discussed.
17. It is clear that ... .

**IV. Conclusion, discussion:**

18. The author concludes/ comes to the conclusion that ... .
19. In conclusion the author writes (reports, considers, believes) that ... .

Текст состоит из (имеет) ... частей (абзацев).

Текст касается ... .

Текст представляет данные/ материал, информацию о ...

**Основное содержание. Некоторые факты, названия, цифры, другие данные. Анализ логических частей:**

Первая часть касается ... .

Подчёркивается, отмечается, упоминается, что ...

Вторая часть гласит ... .

Подробно говорится о ...

Интересно, что ...

Сообщается, что ...

В третьей части речь идет о ... .

Он (текст) даёт подробный анализ ...

Автор (текста) утверждает/ подчеркивает/ отмечает/ указывает, что ... .

Следует подчеркнуть/ упомянуть, что ... обсуждаются.

Ясно (понятно), что ... .

**Вывод, обсуждение:**

Автор приходит к выводу, что ... .

В заключении автор пишет (сообщает, полагает, верит), что ... .



- |  |   |
|--|---|
| <p>20. I think/In my opinion/ To my mind the text is rather informative/useful as/because ... .</p> <p>21. I found the text (rather) topical, interesting <i>or</i> boring, hard to understand ... .</p> | <p>Я думаю/ По моему мнению текст довольно информативный/ полезный, так как ... .</p> <p>Я нахожу текст довольно актуальным, интересным <i>или</i> скучным, трудным для понимания ... .</p> |
|--|---|

## ДОПОЛНИТЕЛЬНЫЕ ТЕКСТЫ ДЛЯ ЧТЕНИЯ (SUPPLEMENTARY TEXTS)

### **Grammar: “Degrees of comparison of adjectives and adverbs”**

*Read the text “How people really spend their time” and find sentences where degrees of comparison or comparative constructions are used. Translate these sentences into Russian.*

### **HOW PEOPLE REALLY SPEND THEIR TIME**

Although<sup>1</sup> people all over the world are working longer and longer hours, we also have more leisure (свободное время) time than ever before.

Sleeping and working, watching TV are by far the most popular leisure activity the world over. The British watch more TV than any other nation in Europe, but they also read more. The vast majority<sup>2</sup>, eighty-five percent, regularly read newspapers, and fifty-four percent regularly read books.

More than half of young people in the UK have a full-time work by the age of <sup>3</sup> nineteen, but the majority of young British and Italian people do not start full-time work until they are twenty-four.

An average American fourteen-year-old spends only half hour a day doing homework, and less than a fifth of young people participate in<sup>4</sup> sports, clubs, music or other national hobbies. Instead, sixty-five

percent say they spend their time chatting on their mobiles and hanging out with their friends in shopping malls.

The UK pensioners are almost twice as active as teenagers, according to<sup>5</sup> research. People over sixty spend nearly two hours a day doing physical activities such as walking, cycling, gardening or sport, while teenagers spend only seventy-five minutes. However, surprisingly, people who use the Internet regularly do more than people who never use it.

The Swedes and Finns are the sportiest nationalities in the world. Seventy-three percent do some kind of sport once or twice a week.

**NOTES:**

1. although – хотя, если бы даже; несмотря на то, что;
2. the (vast) majority – (преобладающее) большинство;
3. by the age of – к возрасту;
4. to participate in = to take part in – принимать участие;
5. according to – согласно, в соответствии с.

**Exercise 1.**

**A.** Read and write down the following figures in words.

85%; 54%; 0,5; 19, 24, 14 (about age); ½; 35%; 2h; 75min; 73%.

**B.** Which of the country and activities does each of the figures refer to? To answer the questions use the following:

1. Eighty-five percent of the ... population ....
2. Fifty-four percent of the ... population ....
3. About half of ... have a full-time work by ... of ....
4. The majority of ... and ... people start full-time work ... twenty-four.
5. Fourteen-year-old ... spend half hour a day ....
6. Less than fifth of ....
7. Sixty-five percent of ....

**Exercise 2.** Name those things in the text which you think as the most surprising or interesting. Use the model.

It is interesting (surprising) for me to learn (that) ...
---

**Exercise 3.** Answer the questions working in pairs.

1. How do you spend your leisure time?
2. Do you like the way you use your leisure time?
3. What would you like to spend more/less time doing.

## TOPIC “PATHOLOGY. CARDIOVASCULAR DISEASES”

*Read the text and tell what each part of it is about.*

### **The heart and circulation**

#### ***Shortness of breath***

Shortness of breath, or *breathlessness*, is dyspnoea. At first this is caused by *exertion* – physical activity such as climbing stairs – but in severe cases it may be present even *at rest*. A patient who is breathless when lying flat (orthopnoea), for example in bed, will tend to sleep raised up on two or more pillows. The abbreviation SOBOE stands for *shortness of breath on exercise (or on exertion, or on effort)*.

#### ***Heart rhythm***

The normal *resting heart rate* is 65-75 *beats per minute*. In athletes it may be as low as 40 beats per minute. In extreme athletic activity, the heart rate can go as high as 200 beats per min. The heart *rhythm* may be *regular* or *irregular*. In an irregular rhythm (arrhythmia), there may be early beats which interrupt the regular rhythm (*premature beats*); or the rhythm may vary with respiration; or it may be completely irregular, as in *fibrillation*. When patients are aware of irregularity, they describe the symptom as *palpitations*.

#### ***Heart failure***

Heart failure occurs when the heart is unable to maintain sufficient *cardiac output* (сердечный выброс) – the amount of blood pumped by the heart each minute – for the body's needs. It may involve the left side of the heart, the right side, or both. In *left heart failure* the main symptom is breathlessness. The symptoms of *right heart failure* include *peripheral oedema* (swelling), beginning in the feet and ankles. This is known as *pitting oedema* if, when a finger is pushed into the swelling, it causes a small depression or pit.

*Read the text “Exercises for special ailments” and translate it into Russian using a dictionary.*

## **EXERCISES FOR SPECIAL AILMENTS**

People who have a chronic disorder need a specially tailored exercise program that provides maximal benefit with minimal risk.

### **Arthritis**

People with arthritis, particularly rheumatoid arthritis, should stretch the affected joints every day, even when those joints are inflamed.

When you have little or no pain and inflammation, aerobic exercises such as walking, cycling, swimming, or dancing improve stamina.

### **Diabetes**

Aerobic exercise can help control diabetes by improving the body's use of sugar, as well as, by facilitating weight loss. Exercise is safest and most effective for people with type II diabetes, the most common form of the disease.

### **Hypertension**

Regular aerobic exercise produces temporary and possibly lasting reductions in blood pressure. Moderately intense exercise, between 60 and 70 percent of your maximum heart rate, actually lowers your blood pressure more effectively than intense exercise does.

### **Easing stress**

Numerous studies have shown that walking out reduces anxiety, muscle tension, and blood pressure—three measures of stress—for at least several hours and possibly much longer. Other studies suggest that exercise may ease moderate depression and help people stay calm when they're under pressure.

## **TOPIC “PATHOLOGY. DIGESTIVE SYSTEM DISEASES”**

*Read the following recommendations concerning healthy eating habits and tell your group mates if you follow or don't follow them.*

## CARING FOR THE DIGESTIVE SYSTEM

The main way to care for the digestive system is to practice good eating habits.

- Eat a balanced diet. This means eating foods from the four food groups. It also means making sure your diet is low in fats and high in fiber.
- Eat regular meals. Eat complete meals spaced apart (разделенная) during the day.
- Make meals a relaxing time. Do not hurry through your meals. Relax and enjoy them.
- Eat enough but not too much. Eat enough food to satisfy your hunger (утолить голод), but not so much as to stuff yourself (объедаться).
- Drink plenty of water. Your digestive and excretory systems need a lot of water to do their jobs properly.

*Read the following abstract and analyze it. Use the phrases: **That's right/wrong; On the contrary; That won't do; It would be better; I'd recommend her to do smth/ not to do smth.***

Andrea starts each day with a glass of juice, but then eats only one meal and one snack. Her snack is usually a candy bar or a bag of cheaps. Her meal is dinner, which is usually lots of meat, potatoes or noodles, and a glass of milk. She fills up afterwards an icecream and cookies until she is too full to more.

## TOPIC “MEDICAL SERVICE ABROAD”

*Read the text “Health care settings” and make written summary of it. Concentrate on the following:*

- a) The difference between primary and secondary health care;
- b) Types of hospitals and clinics;
- c) The difference between outpatients and inpatients;
- d) Nursing homes and the type of care they provide;
- e) The system of medical care for dying patients.

## HEALTH CARE SETTINGS IN THE USA

### Hospitals and Clinics

Most hospitals treat a range of problems.

Some hospitals treat only one kind of problem, such as cancer, ear and eye problems, and mental illness.

*Medical centers* contain groups of hospital services that can treat almost any medical problem.

An *emergency room* receives victims of accidents and people with sudden illnesses.

Parts of hospitals that treat medical problems that are not emergencies are called *hospital clinics*. These clinics often arrange for follow-up care. Patients are seen as outpatients. *Outpatient care* is medical attention given only at an office or a special section of a hospital or clinic. Outpatients do not stay overnight in a hospital. Medical care given to a patient staying overnight in a hospital is called *inpatient care*.

Low-cost and free walk-in clinics are health care options that offer general medical care for people who have low incomes.

### Nursing Homes

Because of medical problems, many people require continuous care. *Nursing homes* are health care centers that provide long-term care for those who are chronically ill. Nursing homes today house over one million Americans. Most of these people are elderly. The patients cannot care for themselves.

### Care in the Home

Many people who need some medical care live in private homes but receive the help of a visiting nurse. A *visiting nurse* is a health care specialist who visits people who are ill or recuperating (поправляться после болезни) in their homes. The nurse helps them take medicines, eat, bathe, and care for their general health.

### Hospice

A growing number of people who know they are dying choose a type of care provided by a hospice. A *hospice* is a system of medical care intended to make a dying patient more comfortable. Most hospices are

separate from hospitals. Others are special units within hospitals. Hospices may be staffed by doctors, nurses, social workers, and others who can provide special services to dying patients. Family members are also trained to help care for the patient.

*Read the following abstracts and state the difference between: a medical practitioner, a general practitioner and a clinician; NHS and private health care; surgery and internal medicine.*

### ***Practitioners***

In Britain, doctors, also known as *medical practitioners*, must be *qualified*: have a university degree in medicine. They must also be registered – included in the General Medical Council’s list, or *register* – in order to practise. A doctor who treats patients, as opposed to one who only does research, is called a *clinician*. A doctor who provides primary care for patients is known as a *general practitioner (GP)*, or family doctor. GPs usually work in a *group practice*. Larger group practices work in a building called a *health centre*.

### ***Specialties***

*Specialist* doctors, for example pediatricians, generally work in hospitals. However, those who work outside the NHS, providing *private health care*, may have *consulting rooms* outside a hospital – for example in the famous Harley Street in London.

The two main branches of medicine are surgery and *internal medicine*, and the doctors who practise these branches are called surgeons and physicians, respectively. In Britain, male surgeons are addressed as Mr and females as Ms – so Mr Smith is a physician, and Ms Smith is a surgeon.

*Read the text “Choosing a specialty” and translate it into Russian using a dictionary.*

## CHOOSING A MEDICAL SPECIALTY

Jill Mathews has just graduated from medical school and is talking about her future.

‘I haven’t decided what to specialize in yet. I need more experience before I decide, but I’m quite attracted to the idea of *pediatrics* because I like working with children. I’d certainly prefer to work with children than, say, elderly patients – so I don’t fancy *geriatrics*. I was never very interested in detailed anatomy, so the surgical specialties like *neurosurgery* don’t really appeal. You have to be good with your hands, which I don’t think is a problem for me – I’ve assisted at operations several times, and I’ve even done some minor ops myself – but surgeons have to do the same thing again and again without getting bored, like tying off cut arteries and so on. I don’t think that would be a problem for me, but they need to make decisions fast and I’m not too good at that. I like to have time to think, which means surgery’s probably not right for me.’

## TOPIC “PHYSICAL EXAMINATION. HISTORY-TEKING”

### CASE HISTORIES

#### CASE 1

*Read the case history and translate it without a dictionary.*

A 22-year-old student was admitted to hospital with a long history of heart problems. She had been increasingly tired, with shortness of breath on exertion, orthopnoea, and palpitations. A **mitral valve replacement** had been carried out 3 years previously and he had stabilized the symptoms of heart failure but was followed by **episodes** (attacks) of **atrial fibrillation**, which had been particularly severe for the 6 months before admission.

#### CASE 2

*Read the following case history; find and write down in short the information about the patient:*

1. previous occupation;



2. initial symptoms;
3. initial diagnosis;
4. condition immediately prior to admission;
5. reason for emergency admission;
6. duration of increased thirst and nocturia;
7. past history;
8. family history.

Mr. Wildgoose, a retired bus driver, was unwell and in bed with a cough and general malaise when he called in his general practitioner. An upper respiratory tract infection was diagnosed and erythromycin prescribed. Two days later, at a second home visit, he was found to be a little breathless and complaining that he felt worse. He was advised to drink plenty and to continue with his antibiotic. Another 2 days passed and the general practitioner returned to find the patient barely rousable (в сознании) and breathless at rest. Emergency admission to hospital was arranged on the grounds of 'severe chest infection'. On arrival in the ward he was unable to give any history but his wife stated that he had been confused (испытывать спутанность сознания) and unable to get up for the previous 24 hours. He had been incontinent (страдающий недержанием) of urine on a few occasions during this time. He had been noted to have increased thirst (жажда) and nocturia (ночная полиурия) for the previous 2 weeks.

His past history included appendectomy at the age of 11, cervical spondylosis 10 years ago, and hypertension for which he had been taking a thiazide diuretic for 3 years. His father had died at 62 of myocardial infarction and his mother had had rheumatoid arthritis. His wife kept generally well but had also had a throat infection the previous week. Mr. Wildgoose drank little alcohol and had stopped smoking 2 years previously.

### **CASE 3**

*Read the abstract from the case history and give characteristics of the pain: site, radiation, character, severity, time of onset, progress, duration of attacks, frequency, time of occurrence, precipitating factors, aggravating factors, relieving factors, accompanying symptoms.*

Mrs. Smith has severe pain in the upper part of the abdomen, mainly in the centre. The pain does not radiate. It is a constant, dull ache, usually lasting some hours. Patient had the first attack about 1 year ago, and she has had five attacks since then. They have been more frequent in the past half a year. The pain comes at about 8-9 o'clock in the evening, except for the first attack which began in the day time. She noticed some relationship to particular kind of food, usually she feels a little nauseated. Nothing seems to relieve it. The other symptoms she has are persistent tiredness, weakness and sometimes mild headache.

#### **CASE 4**

*Study this extract from a case history and do the task which follows it.* The patient was a 59-year-old man, *head of a small engineering firm* (1), who *complained of central chest pain* (2) which occurred *on exertion* (3) and was *sometimes accompanied by sweating* (4). He *smoked 40 cigarettes a day* (5). The pain had *first appeared three months previously* (6) and was *becoming increasingly frequent* (7). He had noticed some *weight gain recently* (4 kg) (8) and also complained that his hair had become very dull and lifeless. He felt the cold much more than he used to (чаще, чем обычно). He *denied any palpitations* (9) or *ankle oedema* (10).

*What questions might a doctor ask a patient to obtain the information in italics in the case history?*

1. What's your job?
2. Which part of your chest is affected?

#### ***Explaining diagnosis.***

*Read the explanation of angina given by the doctor and*

**A. find information about:**

- the diagnosis made by the doctor;
- the management (лечение) plan;
- general advice given to the patient;
- the prognosis;

**B. answer the questions:**

- What specialist has a talk with the patient?
- Does the doctor avoid using medical terms in his/her explanation? Why?

### **An explanation of angina**

Having examined you, I'm confident that you're suffering from angina.

The heart is a pump. The more you do physically, the harder it has to work. But as we get older, the blood vessels which supply oxygen to the heart begin to harden and get furred up, so they become narrower. They can't supply all the oxygen the heart needs. The result is the pain you feel as angina.

Because you're experiencing pain at rest as well as on exertion (при нагрузке), I'm going to have you admitted to the coronary care unit right away so that your treatment can start at once. You'll be given drugs to ease the pain and I expect you'll have an angiogram. They may advise surgery or angioplasty – that's a way of opening up the blood vessels to the heart so they can provide more oxygen.

You should try to give up smoking. You won't be able to smoke at all in hospital so it's a good time to stop.

I expect the treatment will improve your pain at least and may get rid of (избавиться) it completely. We can never be absolutely certain about the future but you should remain optimistic. Do you have any questions?

## ЦИТАТЫ, СВЯЗАННЫЕ С МЕДИЦИНОЙ (MEDICAL QUOTES)

*Task: Comment on the following:*

### **TO THE TOPIC «THE HIGHER MEDICAL EDUCATION»**

«I will follow that system of regimen which, according to my ability and judgment, I consider for the benefit<sup>1</sup> of my patients, and abstain from<sup>2</sup> whatever is deleterious<sup>3</sup> and mischievous<sup>4</sup>».

*Hippocrates*

1. benefit – польза;
2. abstain from – воздерживаться от;
3. deleterious – вредный, пагубный;
4. mischievous – вредный, злонамеренный.

«A surgeon is a doctor who can operate and who knows when not to».

*Theodor Kocher*

«The first duty of the physician is to educate the masses not to take medicine».

*Dr. William Osler*

«Often the best medicine is no medicine at all, or the best intervention\* is no intervention at all».

\* intervention – вмешательство.

«It is much more important to know what sort of a patient has a disease than what sort of a disease a patient has».

### **TO THE TOPIC «HOSPITALS. POLICLINICS. MEDICAL SERVICE»**

«Modern medicine is a negation\* of health. It isn't organized to serve human health, but only itself, as an institution. It makes more people sick than it heals».

*Ivan Illich*

\* negation – отрицание существования.

«For many years, both physicians and patients have had a 'more is better' attitude. It is time to adopt a 'think twice' attitude and to avoid unnecessary and potentially harmful tests, procedures and treatment».

*Dr. Wendy Levinson*

«Do as much as possible *for* the patient, and as little as possible *to* the patient».

*Dr. Bernard Lown*

## **TO THE TOPIC «PATHOLOGY»**

«Medical science is making such remarkable progress that soon none of us will be well».

*Aldous Huxley*

«Physicians and patients need to work together to pursue\* care that improves health, avoids harms and eliminates wasteful practices».

*Dr. Amir Qaseem*

\* pursue – придерживаться.

«The art of medicine consists of amusing the patient while nature cures the disease».

*Voltaire*

## TO THE TOPIC «HISTORY TAKING»

«A good physician treats the disease, the great physician treats the patient who has the disease».

«The delivery of good medical care is to do as much nothing as possible».

*Samuel Shem*

«The physician treats with words; within the physician-patient social system, the patient is moved by fears<sup>1</sup> and other sentiments, and these are modified by the physician's words and phrases. Physicians dispense<sup>2</sup> not only medicines but words that influence medicines or, all by themselves, that affect the patient more than the medicine».

*Morgan Martin*

1. fear – страх;

2. dispense – прописывать (лекарство).

## ОБСУЖДЕНИЕ. ПОЛЕЗНЫЕ ФРАЗЫ (DISCUSSION. USEFUL PHRASES)

### *Introduction*

Let's discuss ...

To begin with ...

It seems necessary to discuss ... ... and decide which is the most and the least ...

### *Asking for opinion*

Do you agree?

Do you share his /her/ the author's point of view?

### *Agreeing*

It's quite right.

I strongly agree with that/the author, because ...

I couldn't agree more.  
I'm of the same opinion.  
I can see that point, but...

### ***Disagreeing***

I don't agree with that because ...  
I'm of a different opinion, for the reason that ...  
I have to disagree with you ...

### ***Expressing opinions***

From my point of view, ...  
To my mind, ...  
In fact, ...  
I think ... (feel) that  
I'm not sure if ...  
It is said/believed/known that ...  
It is obvious that ...  
It seems (to me) that ...

### ***Balancing arguments***

On the one hand, ... and on the other hand ...  
Some people say that ..., others believe that ...  
There are two points of view.  
It is said that ... However, ...

### ***Summing up***

To sum up, ...  
To conclude, ...  
To summarize, ...  
Summing up, I can say that ...

## **Ссылки на электронную платформу Quizlet для организации управляемой самостоятельной работы:**

1. Education (The higher medical education. Basic terms.)

[https://quizlet.com/\\_46wkzo](https://quizlet.com/_46wkzo)

2. There is/ are

<https://quizlet.com/subject/There-is-%252F-there-are%2C-to-be-to-have/>

3. Word order, types of questions

<https://quizlet.com/297168856/word-order-flash-cards/>

4. Types of pronouns

<https://quizlet.com/169301171/english-types-of-pronouns-flash-cards/>

5. Types of pronouns

<https://quizlet.com/169301171/english-types-of-pronouns-flash-cards/>

6. Indefinite Tense

<https://quizlet.com/145939924/verbs-simple-indefinite-tenses-flash-cards/>

7. Degrees of comparison

<https://quizlet.com/150646621/degrees-of-comparison-flash-cards/>

8. Participles I, II

<https://quizlet.com/206881541/irregular-verbs-present-past-past-participle-12-flash-cards/>

9. Continuous Tense

<https://quizlet.com/249354438/learn-continuous-tenses-in-english-the-easy-way-flash-cards/>

Present Continuous

<https://quizlet.com/263691976/present-continuous-tense-flash-cards/>

Past Continuous

<https://quizlet.com/215823469/past-continuous-tense-aff-flash-cards/>

Continuous Tense (2)

<https://quizlet.com/264639586/continuous-tense-goal-4-flash-cards/>

10. Anatomy. The skeleton.

<https://quizlet.com/259169352/human-skeleton-anatomy-activity-diagram/>

11. Types of muscles

<https://quizlet.com/158674455/types-of-muscles-flash-cards/>

12. Passive Voice

<https://quizlet.com/228913218/english-passive-voice-flash-cards/>



13. Word formation. Nouns.

<https://quizlet.com/236160755/english-word-formationnouns-flash-cards/>

14. Inner organs. Anatomy and Physiology

1) <https://quizlet.com/261982481/inner-organs-of-the-body-diagram/>

2) <https://quizlet.com/231193652/organs-inner-body-parts-flash-cards/>

15. Perfect Tenses

<https://quizlet.com/247718536/perfect-tense-english-flash-cards/>

16. Pathology

<https://quizlet.com/203600881/pathology-flash-cards/>

17. Modals

<http://usefulenglish.ru/grammar/modal-verbs-exercise-seven>

18. CVS diseases

<https://quizlet.com/278159852/cardiovascular-diseases-flash-cards/>

19. RS diseases

<https://quizlet.com/196240083/respiratory-diseases-flash-cards/>

20. DS diseases

<https://quizlet.com/196225640/digestive-diseases-flash-cards/>

21. Medical Service

<https://quizlet.com/216528579/medical-english-flash-cards/>

22. Examination of the patient

<https://quizlet.com/238618905/examination-of-the-patient-flash-cards/>

23. History taking

1) <https://quizlet.com/195119298/history-taking-flash-cards/>

2) <https://quizlet.com/218985446/history-taking-flash-cards/>

3) <https://quizlet.com/213557401/history-taking-abbreviation-flash-cards/>

24. Infinitive. Forms of Infinitive.

<https://quizlet.com/258891245/1-forms-of-the-infinitive-flash-cards/>

25. Tenses (Revision)

<https://quizlet.com/170998816/english-tenses-flash-cards/>

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2. Professional English in use. Medicine. Eric H. Glendinning, Ron Howard. Cambridge University Press, 2009. – 175 p.
3. Decisions for teen health. Healthy living. Mary Bronson Merki, PH.D. Glencoe. Macmillian/ Mc Graw-Hill Educational Division United states of America. – Chicago: World Book, Inc., 1995. – P. 423, 425. – 443 p.

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## **АНГЛИЙСКИЙ ЯЗЫК**

для студентов-медиков (начинающих)

## **ENGLISH FOR BEGINNERS**

учебно-методическое пособие

**Под общей редакцией Р.В. Кадушко**

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